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ABSTRACT

A study was conducted to identify strengths and weaknesses in vocational teacher preparation and attitudes for working with special populations students in secondary education in Indiana. The study collected information from 527 vocational teachers representing 39 of the 47 area vocational districts (about one-half the vocational teachers in the state) using a survey. Some of the results of the survey are the following: (1) the average number of special populations students the teachers served during the last school year was 21; (2) almost half the teachers had no postsecondary credit-hour training related to special populations; (3) about half the teachers had 15 hours or less of seminars or workshops related to working with special populations, and an additional 25 percent had no training; (4) about half the teachers were familiar with Individualized Education Plans, although fewer than 40 percent had ever participated in preparing such a plan; and (5) many teachers were interested in additional training in working with special needs students, but very few had time or resources to get this training. (Two separate short reports detail the answers of vocational business teachers and trade and industry teachers to the survey.) (KC)

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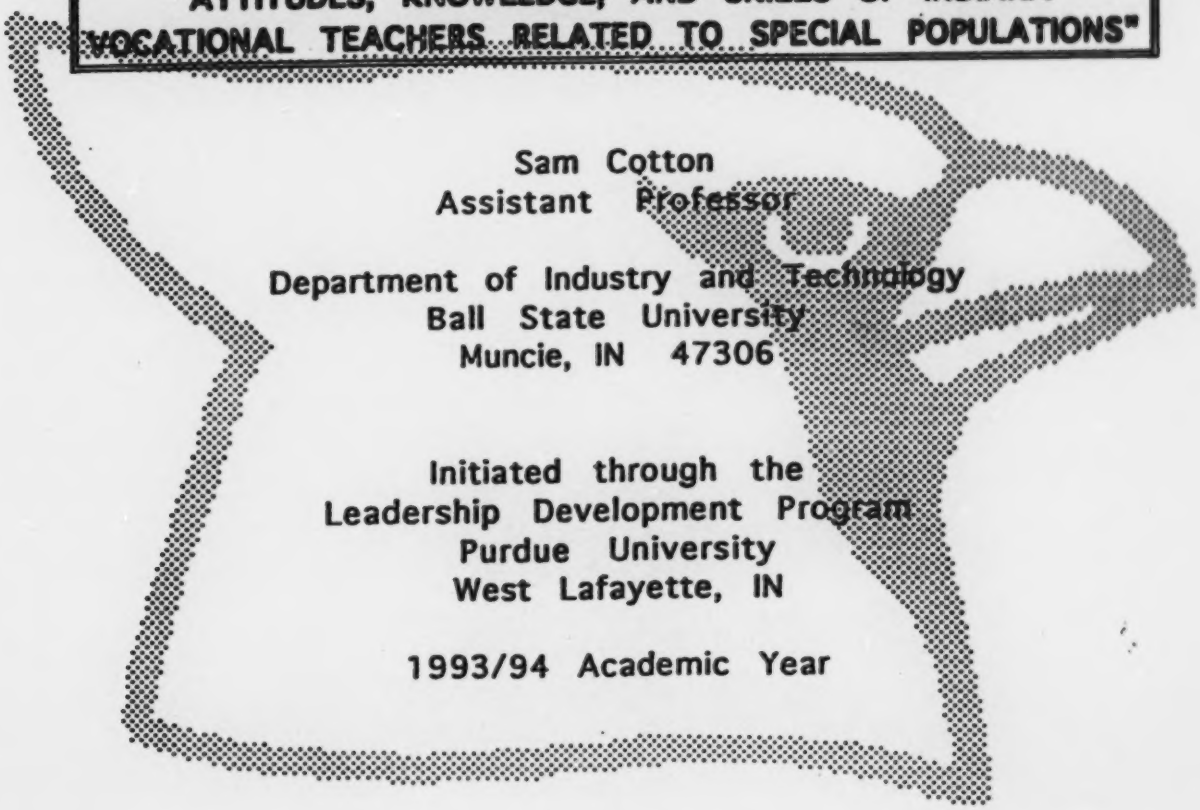
SUMMARY DATA REPORT

"ATTITUDES, KNOWLEDGE, AND SKILLS OF INDIANA VOCATIONAL TEACHERS RELATED TO SPECIAL POPULATIONS"



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Initiated through the
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Purdue University
West Lafayette, IN

1993/94 Academic Year

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Attitudes, Knowledge, and Skills of Indiana Vocational Teachers Related to Special Populations

A Study of Vocational Teacher Preparedness to Work With Special Populations.

This study was conducted to identify strengths and weaknesses in vocational teacher preparation and attitudes for working with special populations students in secondary education. Since special populations are included in all classrooms, especially vocational, and all vocational teachers do not always receive the same level of formal education and training as teachers in academic areas, it is important to identify any needs this group of educators may have for assistance in better preparing to work with these students.

The findings, conclusions, and recommendations of this study may be very useful to vocational directors, special populations coordinators, and vocational teachers. The information and data from this study may help to identify weaknesses in preparation and the type of additional education and training which may best address these needs.

Information addressed in this study include . . .

- Teacher perceptions of their abilities to adapt to student needs
- Teacher preferences for additional education and training formats and times
- The present status of vocational teacher preparation
- Teacher perception of how much assistance they receive from various groups
- Vocational teachers knowledge and experience with the IEP process
- Teachers perceptions of the about including special populations in their programs

For more information contact:

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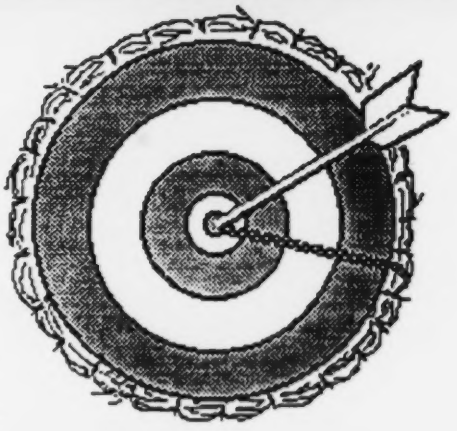
VOCATIONAL TEACHERS OF INDIANA

Please help yourselves, your colleagues, and your administrators become better prepared for working with the special populations entering your programs.

This questionnaire is intended to help identify the strengths and weaknesses in training and preparation of vocational teachers in relation to working with special populations. Information gathered in this questionnaire should be helpful for your administrators and staff in arranging any training or in-service (if any) which may benefit the faculty of vocational schools in Indiana.

Please take the five or six minutes required to fill out this questionnaire and return it to your vocational director, or to an individual identified by your vocational director.

LET'S TRY TO GET ON TARGET!



Thank you for your time and assistance in this important activity.

Any questions or comments may be forwarded to the following:

Mr. Sam Cotton
Department of Industry and Technology
Ball State University
Muncie, IN 47306

Phone (317) 285-5640

VOCATIONAL TEACHER - SPECIAL POPULATIONS SURVEY

DIRECTIONS:

Please read each question or statement, then look at the responses and select the best response and put an "X" in the appropriate box (if other is selected please give explanation on the line provided.)

Please observe the following rules:

A) Use pencil with a soft lead. (eg No. 2, HB, etc.)
B) Completely erase any changes.
C) Do not put stray marks on document.
D) Record your school name, and vocational area taught (optional) in the space provided.

BACKGROUND INFORMATION:

1) Do you now hold a valid vocational license or are you in the process of obtaining one?

❑ Yes ❑ No

2) What license(s) do you hold? (Select all that apply.)

❑ OS I ❑ OS II ❑ OS III (Occupational Specialist) ❑ Standard Vocational ❑ Standard Academic
❑ Cooperative Coordinator Endorsement ❑ Other _____

3) How many years have you been a teacher in public or private secondary schools?
(Do not include post-secondary experience.)

❑ This is 1st year ❑ 1 year ❑ 2 to 5 years ❑ 6 to 10 years ❑ 11 to 15 years ❑ Over 15 years

4) What grade levels do you presently teach? (Select all that apply.)

❑ Junior High/Middle School ❑ Senior High ❑ Jr./Sr. High School ❑ Adult

5) Major program area: (Select only ONE.)

❑ Agriculture ❑ Business ❑ Health Occupations ❑ Home Economics ❑ Marketing
❑ Trade and Industrial ❑ Other _____

6) Estimate how many SPECIAL POPULATIONS STUDENTS YOU served last school year.
(Enter number in boxes provided.) → ☐☐☐

NOTE: Special Populations Students are persons including handicapped, economically or academically disadvantaged, limited-English proficiency, individuals in programs which are non-traditional for their gender, etc. which may hinder them from succeeding in vocational education programs without additional or specialized assistance.

FORMAL TRAINING:

7) Approximately how many credit hours of post-secondary training have you taken in an area directly related to special populations?

❑ None ❑ 3 or less ❑ 4 to 6 ❑ 7 to 12 ❑ More than 12

8) Approximately how many clock hours of seminars, workshops, or other in-service training have you participated in pertaining to special populations?

❑ None ❑ Less than 15 ❑ 16 to 44 ❑ 45 to 90 ❑ More than 90

9) Have you had any other training or experience in special needs other than those identified above?
(If yes, explain.)

❑ Yes → _____
❑ No → _____

INDIVIDUALIZED EDUCATION PLAN:

10) Are you familiar with what an IEP (Individualized Education Plan) is and/or contains?

❑ Yes ❑ No ❑ Vaguely

11) How many times have you participated in preparing an IEP?

❑ None ❑ Once ❑ 2 to 4 times ❑ 5 to 10 times ❑ More than 10 times

VOCATIONAL TEACHER - SPECIAL POPULATIONS SURVEY

FUTURE EDUCATIONAL OPPORTUNITIES:

35) In the future would you be interested in participating in additional training in the area of special populations?

☐ yes ☐ no ☐ undecided

For the following items, read each line under the two categories stated and indicate the desirability of the training option identified.

Use the 1 to 5 rating scale provided, with 1 - Undesirable, 3 - Acceptable, 5 - Preferred.

NOTE: Answer in relation to special populations training only!

	Undesirable 1	2	Acceptable 3	4	Preferred 5
Training formats or options available.					
36) Individual advice from consultants and/or specialists.	☐	☐	☐	☐	☐
37) Individualized teacher training materials (i.e. videos, workbooks, other training manuals, etc.)	☐	☐	☐	☐	☐
38) Observations and/or conferences with other teachers.	☐	☐	☐	☐	☐
39) Workshops (1 to 3 days.)	☐	☐	☐	☐	☐
40) On-the-job experience (internship.)	☐	☐	☐	☐	☐
41) In-service seminars (less than one day.)	☐	☐	☐	☐	☐
42) College credit course (meeting once a week.)	☐	☐	☐	☐	☐
--) Other _____	☐	☐	☐	☐	☐
Training periods (times and days) available.					
43) Professional days (teacher is at school with no students)	☐	☐	☐	☐	☐
44) Mornings before school	☐	☐	☐	☐	☐
45) Afternoons after school	☐	☐	☐	☐	☐
46) Evenings	☐	☐	☐	☐	☐
47) Weekends	☐	☐	☐	☐	☐
48) Summer - weekdays	☐	☐	☐	☐	☐
49) Special release time during school	☐	☐	☐	☐	☐
--) Other _____	☐	☐	☐	☐	☐

50) VOCATIONAL AREA(S) TAUGHT
(This information will not be associated to any individual school system.)
(eg. marketing, welding, etc.) - _____

--) Is there any other information, suggestions, or comments you would like to share?

_____

_____

_____

_____

_____

Please attach additional sheet if necessary.

VOCATIONAL TEACHER - SPECIAL POPULATIONS SURVEY

GENERAL SKILLS HELD IN RELATION TO SPECIAL POPULATIONS:

In the following section:

A) Please assume you will be expected to work with special populations students in the following year.

B) Carefully read each statement and indicate at what level you would feel qualified to work with these students.

C) Please respond regardless of how often you may use these skills presently.

D) Use the scale indicated: 1 representing LOW, 3 - MODERATE, 5 - HIGH.

E) Please add any items you feel are pertinent to the category of responses under "other." If you feel more than one item should be included, attach a sheet of paper with those items.

	low 1	2	moderate 3	4	high 5
12) Adapting teaching methods to the learning style of all students in the classroom.	☐	☐	☐	☐	☐
13) Using school support services such as counselors, special needs personnel, aides, administrators, etc.	☐	☐	☐	☐	☐
14) Teaching required GENERALIZABLE SKILLS. (Math, language, reading, writing, employability skills, etc.)	☐	☐	☐	☐	☐
15) Creating a suitable classroom environment for all students.	☐	☐	☐	☐	☐
16) Adapting instructional materials to meet individual needs of all students.	☐	☐	☐	☐	☐
17) Using students' parents or guardians to supplement your instructional efforts.	☐	☐	☐	☐	☐
18) Assisting in writing an IEP (Individualized Education Plan.)	☐	☐	☐	☐	☐
19) Adapting instructional activities to meet requirements identified in the students' IEP.	☐	☐	☐	☐	☐
20) Using community resources to supplement your instructional activities.	☐	☐	☐	☐	☐
21) Complying with laws and regulations regarding special populations.	☐	☐	☐	☐	☐
22) Identifying material, equipment, service, and/or teacher training needs which may be funded by outside sources.	☐	☐	☐	☐	☐
23) Identifying and assessing special student needs.	☐	☐	☐	☐	☐
24) Delivering appropriate instruction to all students.	☐	☐	☐	☐	☐
25) Assessing the effectiveness of the instructional materials and activities used in the classroom.	☐	☐	☐	☐	☐
26) Planning and preparing specialized instructional materials and lessons.	☐	☐	☐	☐	☐
--) Other _____	☐	☐	☐	☐	☐

SELF ANALYSIS:

NOTE: In the next two sections, use the same rating scale as above.

	low 1	2	moderate 3	4	high 5
27) How appropriate do you feel it is to include special populations in your area?	☐	☐	☐	☐	☐
28) How prepared do you feel you are in relation to working with special populations?	☐	☐	☐	☐	☐
29) How comfortable are you in working with special populations?	☐	☐	☐	☐	☐
30) How important do you feel it is for you to receive additional training in working with special populations before they are included in your classroom?	☐	☐	☐	☐	☐
--) Other _____	☐	☐	☐	☐	☐

TEACHER SUPPORT: (In relation to special populations.)

	low 1	2	moderate 3	4	high 5
31) How much support do you feel you receive from the special needs staff in your school system?	☐	☐	☐	☐	☐
32) How much support do you feel you receive from the administration of your school system?	☐	☐	☐	☐	☐
33) How much support do you feel you receive from the local community (parents, guardians, and local businesses or organizations.)	☐	☐	☐	☐	☐
34) How much support do you feel you receive from outside agencies. (Federal, State, or local) (ex. DOE, JTPA, Vocational Rehabilitation, etc.)	☐	☐	☐	☐	☐
--) Other _____	☐	☐	☐	☐	☐

(OVER)

Attitudes, Knowledge, and Skills of Indiana Vocational Teachers Related to Special Populations

Summary Report

The total number of vocational teachers employed in Indiana was not available through a dependable source. The total estimated through figures supplied by each vocational director was approximately 1200.

Total responses numbered 527 representing 39 of the 47 area vocational districts. Three districts indicated that internal problems prevented them from administering the instrument in a timely fashion, the remainder indicated they would participate but no instruments were received. One additional school system responded but the instruments were received too late to be included in this report.

The following represents the percentage of teachers participating for the estimated total population.

TOTAL PARTICIPATING ALL AREAS= 527
43.10% (population of approximately 1200)

Internal Consistency Reliability for total study
(Calculated for items #12-#49)
Cronbach's Alpha = .952

Validity of the instrument was established throught the use of an advisory committee which analyzed the prototype and final versions for accuracy, clarity, and scope. This committee consisted of three (3) vocational directors, three (3) special populations coordinators, three (3) vocational teachers, and (3) post secondary researchers. Additional persons with backgrounds in these areas were informally consulted for input also.

The data gathering instruments were administered through each of the vocational directors in the state. Due to the variety of organization types used in Indiana school systems, it was impossible to accurately locate all vocational teachers (many are contracted and not employed on school property). Vocational directors were requested to deliver instruments to all teachers to return completed instruments to the primary researcher. This method was felt to hold the potential for the greatest return of instruments since the primary recipients of the final summary report were to be the vocational directors, thereby creating an incentive to follow through with the administation of the instrument.

Primary Investigator

Mailing address: Mr. Sam Cotton
Assistant Professor
Department of Industry and Technology
Ball State University
Muncie, IN 47306-0255

or call at (317) 285-5640

The following section lists the results of the data collected in this study. Please review these figures for consideration in any activities involving teacher education, training, licensing, certification, or comparative evaluations.

Teaching licenses referred to in this study are:

NOTE: All Occupational Specialist certifications are primarily issued for work experience (minimum of 6,000 clock hours) and not formal education in the field of teaching.

Occupational Specialist I (OSI) - One year certificate requiring 45 clock hours of training in education related workshops, basic skills testing, occupational skills testing, preparation of a Professional Development Plan of study (PDP), and completion of a mentorship program before the next level of certification may be sought. (This certification may only be renewed one time under special circumstances.

Occupational Specialist II (OSII) - Four year certificate requiring the successful completion of the Professional Development Plan of study (PDP) submitted with certification request and preparation of a new PDP for the next certification period.

Occupational Specialist III (OSIII) - Five year certificate which requires 15 credit hours of post secondary education which applies directly toward standard vocational licensing in the involved program area. A Professional Development Plan of study (PDP) is also required for this certification pattern. An OSIII certified teacher may not return to the OSII pattern if that individual decides not to pursue a standard vocational license.

Standard Academic (SA) - Teacher following standard licensing patterns which include four years or more of post secondary study in education. These may include any non-vocational area including industrial arts, industrial technology, or special education. (Special education has been reported under the category of other in this study.)

Standard Vocational (SV) - Teacher following standard licensing patterns which include four years or more of post secondary study in education, as well as, a minimum of 6,000 hours of experience in the vocational area the teacher is to be licensed in.

Cooperative Coordinator Endorsement (CC) - An endorsement which may be attached to any standard license which allows a teacher to conduct classes which are cooperative arrangements with business and industry. The students in these programs will work in the participating businesses for part of the school day and also in related classes which the teacher conducts.

ITEMIZED SUMMARY FOR ITEMS 1-11

[NOTE: N/A will be used to indicate "No Answer or Response Given"]

These items were primarily background or base information and were not included in any calculations of internal consistency reliability. These have been reported in percentages with no means or standard deviations these would not be useful data.

1) Do you now hold a valid vocational license or are you in the process of obtaining one?

Yes	=	93.36%	N/A	=	0.19%
No	=	6.45%			

2) What license(s) do you hold? (Select all that apply)

OSI	=	5.12%	
OSII	=	22.39%	
OSIII	=	6.26%	
SV	=	47.06%	(Standard Vocational)
SA	=	21.06%	(Standard Academic)
CC	=	13.28%	(Cooperative Coordinator Endorsement)
Other	=	1.90%	(Generally Special Education)
N/A	=	3.74%	

3) How many years have you been a teacher in public or private secondary schools?(Do not include post-secondary experience.)

1st Yr.	=	4.55%	11-15	=	16.89%
1 Year	=	0.76%	> 15	=	47.63%
2-5	=	9.87%	N/A	=	0.19%
6-10	=	20.11%			

4) What grade levels do you presently teach? (Select all that apply.)

Jr/Mid	=	2.09%	(Junior High/Middle School)
Sr. High	=	75.14%	(Senior High School)
Jr/Sr	=	26.57%	(Junior-Senior High School)
Adult	=	14.23%	
N/A	=	0.38%	

5) Major program area: (Select only ONE.)

Ag	=	7.59%	(Agriculture)
Bus	=	13.28%	(Business)
Hlth Occ	=	5.12%	(Health Occupations)
Home Ec	=	21.25%	(Home Economics)
Mrktng	=	5.12%	(Marketing)
T & I	=	42.69%	(Trade and Industry)
Other	=	4.93%	(Resource, Tech Prep, Voc. Math or English)

6) Estimate how many SPECIAL POPULATIONS STUDENTS YOU served last school year. (Enter number in box provided.)

0-5	=	24.71%	31-45	=	4.93%
6-10	=	19.01%	46-60	=	2.28%
11-20	=	23.72%	61-75	=	2.09%
21-30	=	11.03%	> 75	=	5.32%
N/A	=	7.21%	Average	=	21.10

7) Approximately how many credit hours of post-secondary training have you taken in an area directly related to special populations?

None	= 48.58%	7-12	= 6.43%
3 or less	= 20.42%	> 12	= 10.02%
4-6	= 13.42%	N/A	= 1.14%

8) Approximately how many clock hours of seminars, workshops, or other in-service training have you participated in pertaining to special populations?

None	= 25.43%	45-90	= 4.55%
15 or less	= 46.30%	> 90	= 3.23%
16-44	= 19.17%	N/A	= 1.33%

9) Have you had any other training or experience in special needs other than those identified above? (If yes, explain.) [Responses listed with write in responses.]

Yes	= 16.70%	N/A	= 16.51%
No	= 66.79%		

10) Are you familiar with what an IEP (Individualized Education Plan) is and/or contains?

Yes	= 48.18%	Vaguely	= 32.63%
No	= 19.00%	N/A	= 0.19%

11) How many time have you participated in preparing an IEP?

None	= 63.31%	5-10	= 5.89%
Once	= 9.70%	>10	= 7.98%
2-4	= 11.98%	N/A	= 1.14%

The remaining items were rated on a 1 to 5 Likert-type scale involving self-evaluation, opinion, and attitudes.

-For evaluative/opinion/attitude responses a "1" is low and a "5" is high.-

In the remaining items (with the exception of #35 & #50), the following values are suggested for decision making using the mean values as guides.

Very strong agreement with item statement.	> 3.50
Strong agreement with item statement.	3.26 - 3.50
General agreement with item statement.	2.76 - 3.25
Strong disagreement with item statement.	2.50 - 2.75
Very Strong Disagreement with item statement.	< 2.50

In evaluating the strength of these observations, the standard deviation should be taken into account. The larger this statistic the greater the level of disagreement among the respondents.

It is suggested that policies or expectations in conflict with very strong agreement statements are likely to be well received by vocational teachers, and for very strong disagreement statements they are likely to be strongly resisted. This does not, however, indicate these policies or expectations would be inappropriate, but only that further consideration of alternatives would be in order before taking action.

General or strong agreement/disagreement statements may suggest that less resistance or motivation will exist in these categories. These items may be used to influence a decision towards one of multiple acceptable actions.

Each item also gives the percentage responding to each item, as well as, the number who did not respond to each given item. Those who did not respond to an item were not included in the calculation of the mean value for items. OBSERVATION: (Not supported statistically) It appeared that many of those who did not respond took this action because there was not a low enough value on the scale available to them. Many of these person may have responded as "Not even a consideration" if it had been available. This appears to be true in many of the items with a higher percentage of no responses.

Resulting data chart:

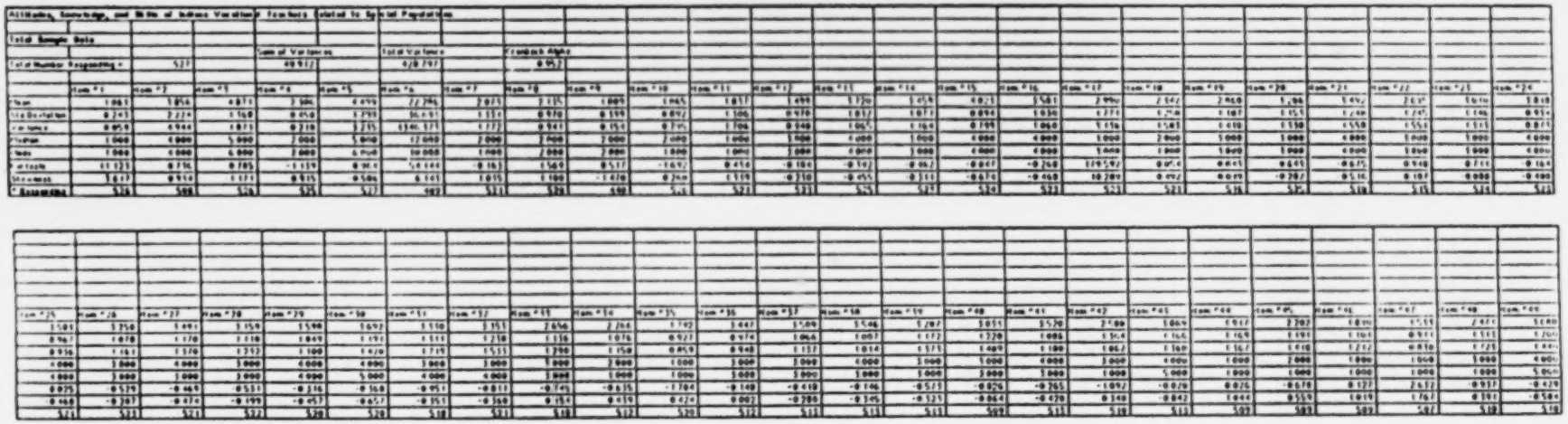
The following four (4) pages contain the resulting data from the total sample (all areas included in the study) and each of the individual categories (Agriculture, Business, Health Occupations, Home Economics [Family and Consumer Science], Marketing, Trade & Industrial, and Other). Each category is reported in two rows. The mean (average) of the responses for each item appears in the first row below the item numbers and the standard deviation for each item appears in the second row below the item numbers. The larger the standard deviation reported, the greater the disagreement between respondents. Those standard deviations well above 1.000 indicate that the average level of disagreement was greater than one full point between respondents.

These data may prove useful in the decision making process for vocational directors, teacher trainers, or certification personnel. These data may also prove useful or interesting to practicing vocational teachers and special populations coordinators. This study may be a useful guide in planning and implementing teacher inservice training programs. It may help identify training needs in relation to special populations, as well as, formats to execute these inservice training programs.

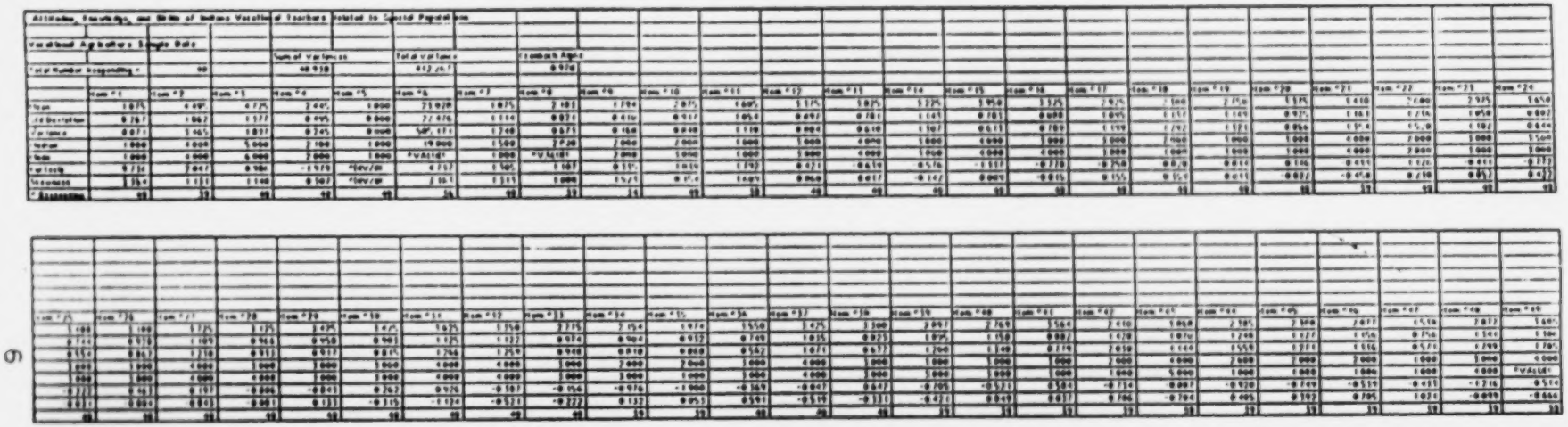
Item #50 results have not been reported because the complexity of the responses and the number left unanswered rendered the information supplied nearly useless to the purposes of the study. Item #5, however, addresses this same issue with a broader scope.

If there are any questions or comments in reference to any items, please contact the primary investigator identified near the beginning of this report.

All Vocational Areas Sample Summary Data Report



Vocational Agriculture Sample Data Summary Report



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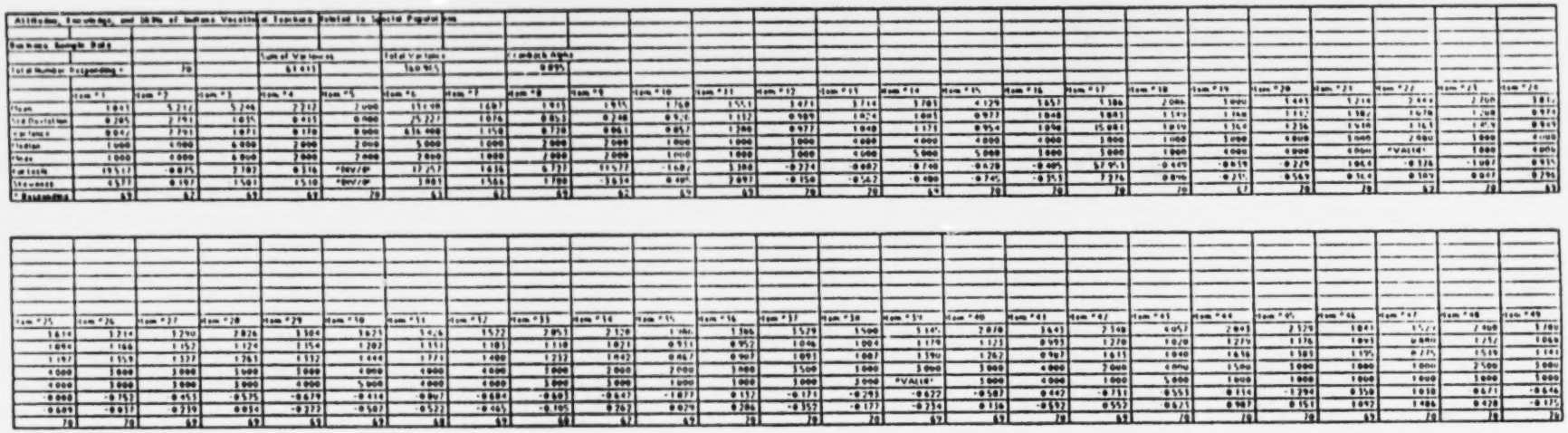
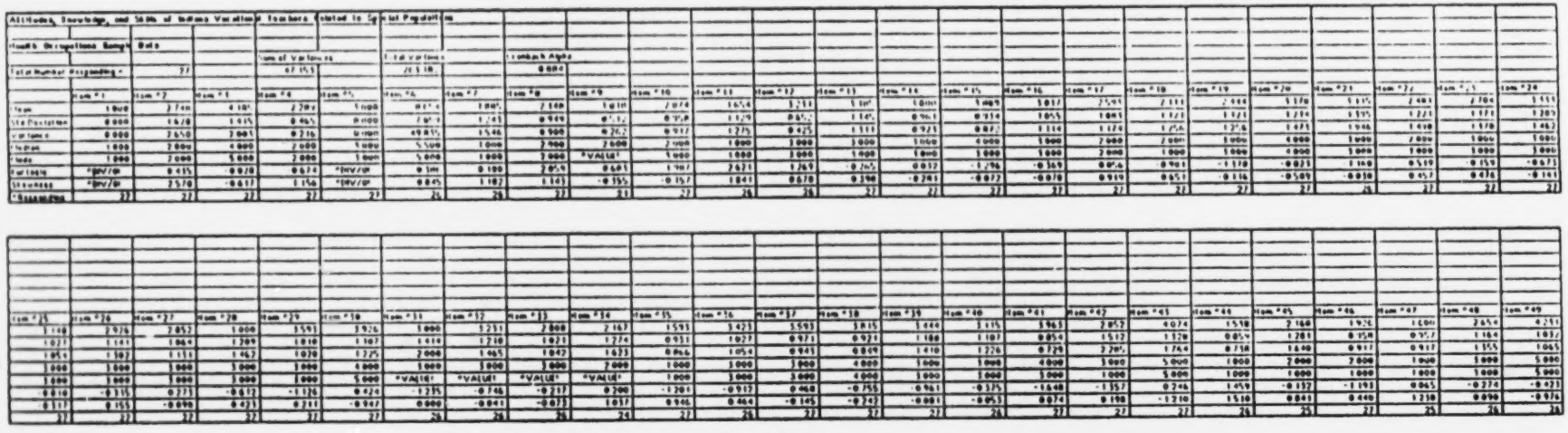
Vocational Business Sample Summary Data Report



Vocational Health Occupations Sample Data Summary Report



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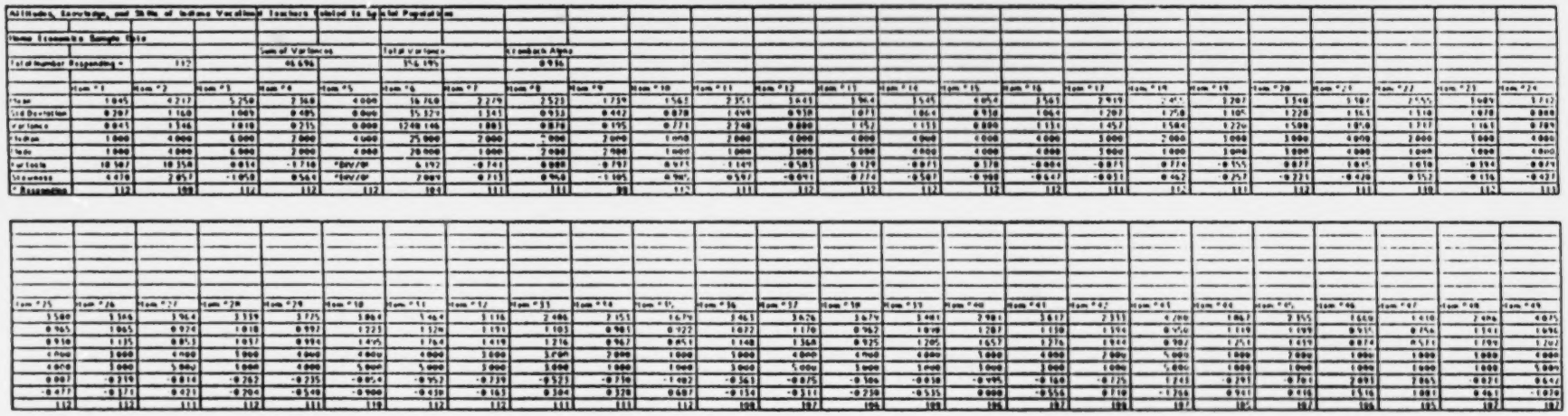
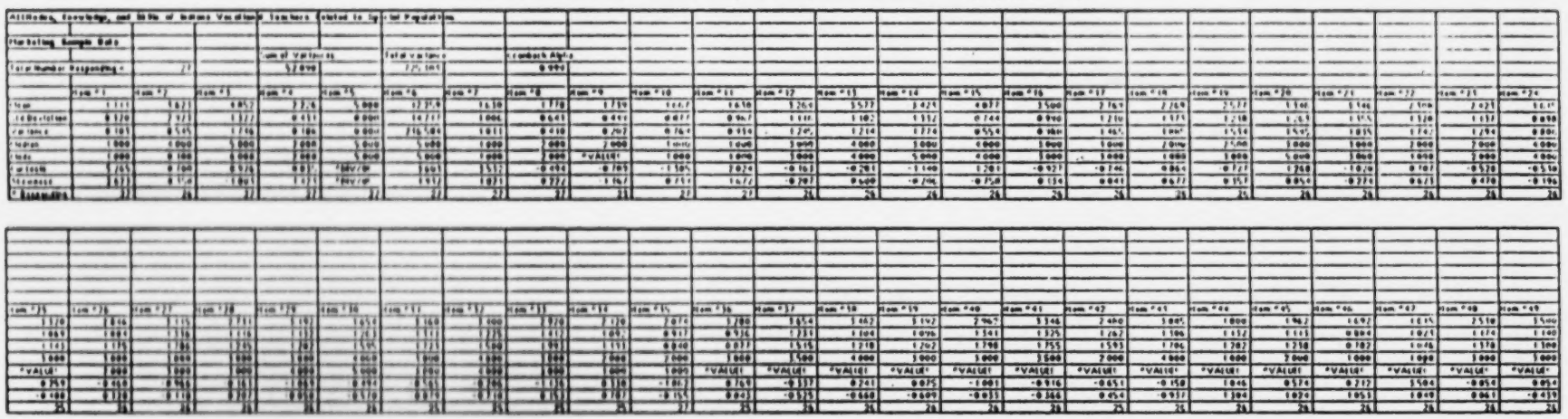
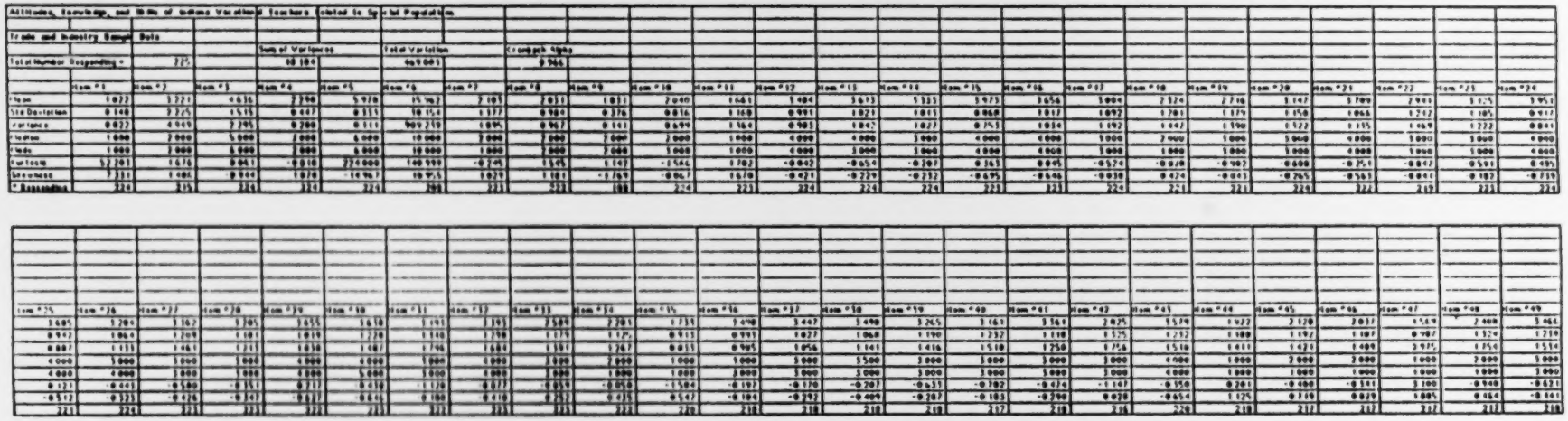
Vocational Home Economics (Family and Consumer Science) Sample Summary Data Report



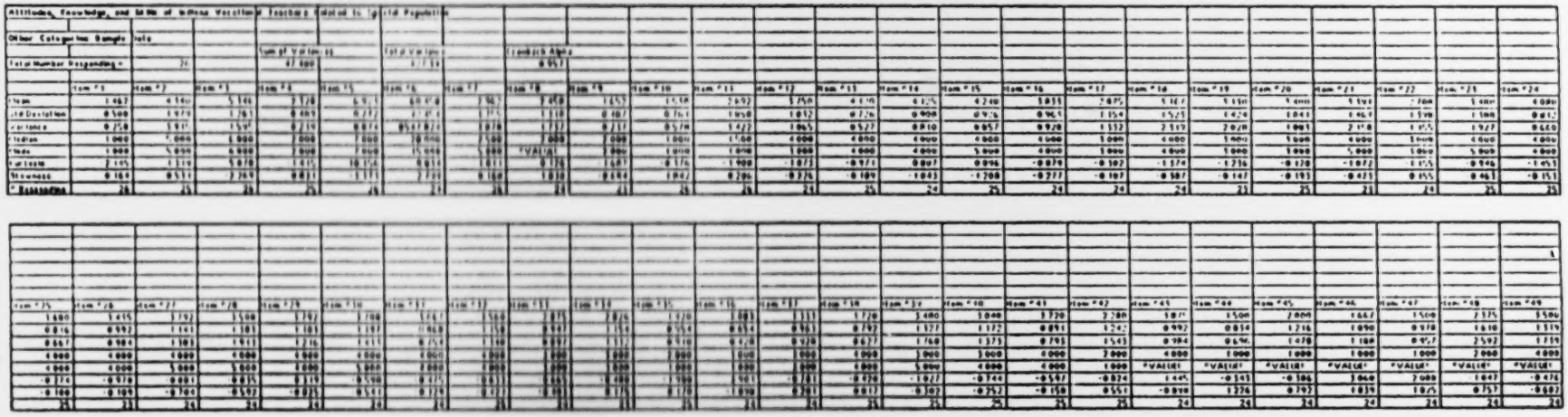
Vocational Marketing Sample Data Summary Report



Vocational Trade and Industrial Sample Summary Data Report



Other Sample Data Summary Report



COMMENTS

NOTE: An attempt to list all items here as they appeared has been made. Only missing periods or initial capital letters have been added for better item separation. Spelling, punctuation, or grammar errors have only been corrected when it is possible to indicate a correction or inclusion was made. If writing was difficult to read, then a note is included to reflect this.

Please look these comments over carefully. A great deal of insight may be gained if the information in this section is considered as a whole. No opinion comments have been made in reference to the following statements. It will be left to each individual to draw conclusions resulting from this section.

Instructions:

In reaction to not putting stray marks on document. (I felt it was necessary to add comment! - How you read the response can be so different than what we were thinking.)

Background section:

Life license - Sec. Reciprocity.
Didn't teach.
In response to #3. (Including substitute teaching. Response was 6 to 10 years.)
In response to #6. (I did not teach full time last year.)
In response to #1. (Yes - I hold a valid license.) Additional comment. (Two questions.)
In response to #5. (I work with numerous students involved in the S.E.W. program at the Jr. high level.)
In response to #6. (Very difficult to estimate - This term could apply to almost everyone!)
In response to #7. (When I took my training we were told to look at each student on an individual basis & meet his needs.

Other training and experience:

House parents - - Residential /Living Program for Sheltered Workshop Stueben Co.
Psych. and physical disabilities in B.S. nursing background.
Full school year as instructional aide for LD/MIMH Jr. High class.
Learn on the job. 27 years of teaching.
Food stamp certification clerk.
Minor - - Learning Disabilities and Mildly Mentally Handicapped.
2 years work in a rehabilitation facility as supervisor. Jr. High school shop class fro special ed. students (74-75)
Working w/(Sp. Pop. Coordinator name given) at (School name given).
Nursing school training, hospital, home health experiences.
Yes, I worked with Special Olympics.
Tech Prep. - Self esteem - TESA.
Post Master's Classes - 6 hrs. (Arrow indicating this as part of total given for #7)
32 years coaching.
Worked with special nee(d)s - in a vocational school.
24 years of police/citizen involvement.

Taught floral design to special needs.
ADD.
ADD students.
Participated in LDP Program at Purdue Univ. (Dr. James Greenan)
Learning Behaviors.
Hold a Special Needs Co(o)rdinator's Certificate.
Certified in special education.
MS Industrial Education.
I need it and want it.
Undergraduate work as a hort. therapist, 5 yrs. as a social service provider for a community mental health center.
My life experience & teaching special need students.
I wrote a 3-credit college paper on designing horticultural areas for the physically handicapped.
Wife is Assistant Director of Spc Ed Services Coop.
Paxton training.
Work with special education teachers.
Practical experience.
Personal training on day-to-day basis has taught me a lot!
I worked partime at the school for Children with Learning Disabilities.
1 graduate class in learning disabilities.
Coach Jr High Football. Coach High School Softball.
My wife is a special ed teacher.
Taught adult ed class for mentally handicapped.
Taught 1 semester Jr. High Emotionally Handicapped.
On the job training - sink or swim!
M.S. Degree in Learning Disabilities/Spec. Ed.
On-the-job; learn as you go.
Worked with these students when substituting.
Response NO with comment. (I need it and want it!)
30 years in industry - tool & die maker. Taught apprentices for industry.
Bible major in college.
In response to #7. (When I took my training we were told to look at each student on an individual basis & meet his needs.)
Taught special education computer literacy class.
IUPUI Health Occ. Education Program.
Undergrad - participated in practicum for special needs populations (summer program.)
Industrial therapist - Carter Hospital - 1 1/2 yrs.
Family member deeply involved.
I have had special students in my classroom for 20+ yrs have worked closely with special needs teachers.
Family member.
Have a MR license K-12.
Pre-Voc. Ed. - Counseling K-12 Masters Program (MS.)
I have been a member of the Indiana Voc. Spec. Nds. Assoc. for 15 years/Transition certificate Ind. University/Spec. Ed. Life license I.U.
My son was a special needs student.
Actually working with special needs students in the classroom.

Project LEAD at Ball State University (at-risk kids) Home Ec./Special Ed. teachers joint State in-service.
23 years teaching experience.
Special needs internship at rehabilitation center.
+30 special needs vocational.
Transition/At-risk teacher for 4 years.
Every day in the class room & shop.
Counseling courses - required for liscense in IN.
B.S.N. - Nursing - 13 yrs experience in I(?? illegible) - served special populations freq. also MSN (Thesis pending).
Dealing with "at-risk children.
Attended special area for special ed students. Recieved 3 CDU at the West End provided by the IEA.
Work with person(n)el of special departments.
Teaching reading skills to secondary students.
Worked at a school for deaf & hearing impaired & also ran training program for disabled people.
3 yrs. experience teaching inmates in fed. penitenary.
Tech-Prep.
BS & MS - LDP.
25 yrs. experience.
Purdue Leadership Development Program in Voc. Spec. Needs.
Gender equity.
6 yrs with JTPA/Grant programs.
Workshops at conferences.
Prescriptive teaching - learning disabilities, gifted students, etc.
Worked for 6 yr for MR/DD agency as teacher of developmentally delayed children.
Have done substitute teaching in special ed. area - as aide. Within last 5 yrs.
Lived it. Also taught SPS students for eight years.
Working with JTPA.
We offer a beg voc. prep to special ed. students limit 12.
Special ed teacher for 6 years.
Job coach - special pre voc. program. I taugh(t) sp ed for 5 years.
State mandated workshops.
I have been involved in all types of research, designed and adapted programs and worked successfully with students of all capabilities, ethnic, cultural, socio-economic groups and genders.

Individualized education plan section:

For #11 None at this school and 5 to 10 times at other schools.
Added to question - (and PIP's.)
Work with Spec. ed. dept.
I prepare informal IEP for my vocational students each year.
Limited. (Responded at 5 to 10 times.)
Responded vaguely with comment. (Heard of it - never seen one.)
In response to #11. (I have used my own style for vocational students for the last ___ years in my vocational program.)
#11 changed to read (100 times.)

General skills section:

Time is needed for these activities.
Time is a problem - Teaching 5 courses.
Counseling Special Need Student. (Given a #4 rating)
Set up specialized workstations for phys. handicapped. (Given a #5 rating)
#19 Rating of 4 with comment (When I get to read the IEP!!)
We are doing CBI now & it fits everyone. (Given a #5 rating)
Re) item #15 - Often, I feel creating an environment is out of my control. Disruptive students are returned to class.
The material taught should be learned and practiced according to industries' standards.
Assigning appropriate "grades" to special needs students. (Given a #2 rating)
#14 rating of one with Math, language, reading, writing circled and employability skills indicate a rating of 4.
What I CAN do and what I have the time and resources to do differ greatly!
In response to #12. (I do this will all vocational students.)
in response to #17. (I use employers.)
In response to #21. (Some are not accurate!)
in response to #22. (so much you learn in the actual classroom situation. - All situations are different.)
In response to #23. (The world does not put us in special areas once we graduate!)
In response to #17 (Students.)
Compentcy Based Evaluation Program. (Given a #5 rating)
In response to #13. (Do not get much help from counselors and administrators.)
Getting all teachers to care. (Given a #5 rating)
In response to #14. (employability is circled)

Self analysis section:

Time needed when have 5 different preps in one day.
Team teaching with special needs teachers. (Given a #5 rating)
Time is limited to be totally effectively.
Curriculums resource materials offer.
How to deal with "underachiever" as opposed to physically or mentally handicapped. (Given a #2 rating)
0 = Not at all appropriate. (Write in for #27)
Time to plan individual plans. (Given a #1 rating)
They need to be able to function & be a part of the class if severe case - I am definitely NOT prepared.
EMH & Autistic. (Given a #1 rating)
Students need to meet industries' standards.
#27 adds (Depending on safety.)
Before underlined in item #30 with this note: (They have been in my classroom for 20 yrs.)
Response to #27. (Only if they are interested in the field. Don't arbitrarily place them in a prog.)
Response to #27. (Economically handicapped - rating 4, academically handicapped - rating 2, physically handicapped - depends on the handicap - rating could be 1 or 5 or in between.
Support staff must be available - ie. qualified counselors, knowledgeable administrators.

Apparent reaction to #30. (I have asked for it for 2 years.)
In response to #29. (We are all special. - We all have unique [illegible] life & handicap situations. - We as educators have to learn to look for this.
Why spend so much time & money with making people so different. Once in the workforce we are all "dumped" together!
Needs $ & training & time for training. (Given a #5 rating)
This is a special training class. (Section crossed out.)
Work with sp populations resource teachers & staff. (Given a #5 rating)
Only so much I can do safely in my field.

Teacher support:

Harold Schipp & Luke Hardivey (Spelling not certain on last person)
Home school instructors, counselors. (Give a #1 rating)
#34 given an added rating of NONE.
Response to #34. (I may just be unaware of the support that could be available.)
In response to #31 & 32. (So often their hands are tied with State rules & regulations.)
Support from local business. (Given a #5 rating)
Question mark next to entire teacher support section.
Home schools (we are area voc. school) (Given #1 & #2 ratings)
In response to #34. (State circled - Comment: Totally State funded.)
In response to #34. (??)
J.T.P.A. good job in are (our) area.

Training formats section:

Close to me. (Given a #5 rating)
Weekend retreat with parents of special population people to discuss needs and employers of special population people - how & why do they become valued employees.
Observing other successful teachers.
#35 indicated yes-(If my class had a regular flow of "special populations.)
Emotional and professional support with Master Teachers.
In response to college. (Presently doing.)
In response to #35.(If meaningful & direct yes/just to be going to another workshop/no.)
In response to #35. (If well organized & worth the time.)
In response to #35. (Not just to miss school. Tendency to get redundent. After all, I'm not in S.E.!)
In response to #36. (#1 was checked with four heavy marks circled to the left [for lower rating yet.] Based on (school named) rep. to our school.)
In response to college credit. (If near my home town or high school.)
In response to college credit. (For new teachers.)
In response to college credit. (Masters level.)
Training w/parent involved. (Given a #5 rating)
Fall vacation/Spring vacation. (Given a #5 rating)
In response to college credit. (No cost)
In response to college credit. (Who is paying?)
On the job assistance (As needed.) (Given a #5 rating)
Prefer sabbatical leaves for study.

In response to #35. (Only if it can be applied to our school population.)(Yes had been checked.)
Parents and adm. (Given a #4 rating)
In response to #37. (Yes, if my class had a regular flow of "special populations")

Training periods section:

I am a single parent.
In response to #45. (Impossible.)
In response to Professional days. (None)
In response to mornings. (1 hour)
In response to summers. (None)
In response to weekends. (If necessary)
In response to summers. (If paid)
In response to special release time. (If I have to get a sub, forget it.)
At local school setting. (Given a #5 rating)
I could better answer if I knew if we were getting paid.
In response to summer and/or special release time. (Our classes run all summer.)
Sabbatical leaves for study.

Final comment section:

I filled out the 1st page only, "my background." I will retire 6-1-94 and do not plan to stay in the educational field. (Signed)
In the trades to what point must a student be responsible for its own safety, in this case, it is a full time job to keep non-special populations safe w/o special populations.
To prepare special lesson plans, or even have "free" time to work with special populations is very very limited when a teacher has 5 different classes to prepare for each day.
I am more interested in having the time to give to special needs students concerns, but with six preps in 2 departments every day it is difficult to address those issues.
*I'm currently and have in the past approached special needs teacher to see if we can offer a course for the spec. needs student & team teach cons. homemaking.
I feel I have too many differents preparations to be effective. Time is my greatest barrier to developing lessons and material for all special needs students. Six different prep's per day.
Will those teachers who choose to be involved with students of special needs have the opportunity? Seems that great resources will be shoved aside!
Help - educate educational system in place. Resource - State - adopted curriculum. Speaker - vidio - pool. Local grass-root HOSA groups. Involve industry for scholarship & on-the-job training commitment - nationwide.
We have spent several hours watching videos which have little or no relevance to our needs. Also, there are so many different circumstances for each student but there is very limited time to deal with each in a regular classroom situation. Also a lack of time to find all materials which would benefit these students.

Much of the information in this survey is handled by someone else and we really don't know how to answer these questions effectively. What we reall(y) need is materials that coincide with state curriculum guides for these special students. We can attend all kinds of workshops/seminars etc. on the topic but what we

really need is the materials adapted to fit the curricular content in the Indiana Home Economics curriculum guides. We need the tools to get the job done as time no longer allows for searching for these materials on your own to a large degree.

We should be working with the 75% of students that are not receiving employable education. The majority of Americas work force will come from this 75%. We spend our resources for the upper 15% & the lower 15% and leave the middle with nothing. Extreme low achieving students are not suitable for technical training & should be put in labor programs.

More one on one help with the lower level students.

I am currently one of the special education resource teachers in our building.

As we continue to main line "special populations" into regular classrooms we deemphasize the education of the "non-special populations" which constitute the vast majority of students. I can not see any logical rationale to this educational trend and personally think it is #1 as an educational priority. (Arrow leading to #1 rating column where all training formats and training periods are checked as #1 rating.)

With nursing experience comfortable with assessing individual needs would like more specialized instruction (professional instruction). Time would be a major factor in developing these plans & being able to coordinate with special support staff. I feel most of the special support staff are willing to help.

Identify students prior to first day of classes.

There has to be a procedure set down so that vocational teachers can be involved/read/know the IEP standards. We have none and it's like shooting pool in the dark. We don't know what modifications need to be done and what pitfalls we can fall in.

Taught the math part of the dropout program. They can't learn if they don't come.

Get some of the special needs students involved in some portion of the workshop or seminar - hear their point of view. A lot of them are aware of how we can help them.

I suggest that the special education department try to get laws changed with the State Board of Cosmetology examiners.

Identify resources that adapt or provide textbooks and workbooks for our individual areas for lower level/ability and special need students.

Results of this survey.

IRP's in past when we had special students in our areas were not shared with us. I think this would help us to understand student needs.

The EPA & the federal legislators are looking at legislation that will require schools that teach automobile technology to be ASE certified. This will also apply to auto technicians working in the field. This legislation if passed, will be at odds with the special population laws. ASE recommends testing students for math & English competency prior to enrollment into a auto technology class because they will be expected to pass ASE certification tests after graduation. There are no areas of auto technicians work that don't require skilled & knowledgable technicians including oil & tire changing. Even these shops are hiring only ASE certified technicians. These issues will have to be addressed before including the special population students into the ASE certified classroom.

There is sur(e)ly a need to bring training for special needs students to experienced teachers. I have a B.S. & M.S. degree in secondary education and I have never received training for teaching special needs students.

Suggestion: There should be a field-based Leadership development program that provides the participants with in depth knowledge and expertise in developing, implementing, evaluating, and improving vocational programs serving youth and adults with special needs. Implementation: (Attachment) Two summer courses, three two-day seminars during the school year, and a local program improvement project are the major components of the program. Persons must be nominated for the program by their employing agencies. Program participants may earn graduate credit toward a Master's Educational Specialist, or Doctor of Philosophy Degrees; certifications; and or endorsements if they qualify for admission to the Graduate School.

Reduce eupharnisms. For example, we're told L.D. we don't get told the specific problem. Often, "special" kids are pushed into an area because it's vocational when the student has no particular interest or aptitude in that area. "Joe, you like plants, don't you?" "You should take landscaping."

Shape up the State on what it takes to get a license - Only the lame & blind now qualify.

Vocational teacher's should ALWAYS be included in case confererices!

The curriculum will not be "watered down" to meet their level. They are going to have to work that much harder to keep up or fail.

Home Economics has always addressed the needs of special populations.

Inclusion has caused other problems connected with class size & types of special populations in the class. Also special populations repeat in order to be in the regular classes.

Sponsor a session at IVA in August offer college credit for completing a project.

As more special needs students are added (we already see almost EVERY student in the school, including SP N) class sizes MUST stay small, especially lab classes. This means 10-15.

Placement in my classes should be carefully done - Students do better in smaller ones where I can give them more attention. Would like to use supplementary texts to be at bette(r) reading level. An aide would be helpful in some cases where I may have 4 or more special needs students.

In Home Economics - Special population students has been in my classroom for over 20 yr. This is nothing new.

I currently work with 1 of our special needs teachers. We do modify tests or she gives help to certain students; she may read the test or give aid with homework.

Electronics uses abstract concepts measuring signals that use test equipment that gives information demanding abilities at a formal operations level. Students with IEP's will never achieve formal operations they will stay at a concrete operations level. How is that accomadated to be fair to the student.

I did not care for question 27. I am willing to help anyone learn who wants to. Don't just dump kids in an area because you think they should be there!

When is someone going to do something for the interested good students? I am willing to help all students. I do not believe we should be singling one group over another all the time.

I would prefer a "council of building trades" teachers to meet with a "special ed" person and as a group discuss how "special" students and problems related are handled successfully!

Individualized ed is not preparing youth for careers - Look at what Germany & Japan is doing. They are grouping together.

I would like to be educated to helping special needs groups, but time is limited.

Theres is a great deal of difference in working with physically handicapped students versus academically handicapped versus economically handicapped. For example, question 16 does not seem to apply if it is an economic handicap.

When several special needs students are in one class it is helpful to team-teach with the resource teacher.

Cou(n)selor is needed for vocational students at (school indicated.)

The government has required us to teach special needs students but with to training given and very little support services. The TABE tests are putting tremendous pressure on us to get results but we have no remedial services for students. The regular school teachers should be involved and responsible for TABE results, too. I have graduating seniors with 3rd grade reading, language, math levels.

I don't mind teaching "special populations", but - industry is looking for "problem solvers" in my teaching area! I would like to have a few more "problem solvers" enrolled in my class. Counselors need to be made aware of what we do!!

Special pop.? Diesel ind. is closing fast on "wrench pullers." I'm not sure if many special pop. will be able to find employment.

It's time that educators are reimbursed for their continued education as so many individuals are in the business & industry fields.

Retiring next year.

Very difficult to read. Poor type font.

If we work with consultants/specialists we want more than just an appearance at our school. Have them be in the class observing these students working with us.

I have several times had emotionally disturbed students in my classes without my knowledge. I feel I should be made aware of special needs, for safety, if for no other reason.

This is a first year for this program.

Class size greatly affects classroom teachers effectiveness and quality of assisting these students. Difficult to have time needed for these students if class is larger than is. Prep time (home & school) only allows for regular lessons & materials. Isolated classes are wrong for these students. They need to bee with regular kids because society doesn't have separate stores, banks or other situations for them.

Need to compensate staff adequately for doing extra effort.

More $ for Voc. schools that have a large number of special needs students.

More equipment & supplies.

Time! Training is great! Time to have it is very limited. Leaving school for a day is not always effe(c)tive use of time. Provide funding to add 5 days of teacher training / inservice.

I think the universities should take more time to teach these "classes" while we are still students in college. This is an important topic that everyone should spend time on. Not just teaching but realizing who needs help as well.

I feel that it is extremely important for vocational teachers to get training in the area of special populations because we see more and more of these students each year.

I have a very full schedule. Why don't you leave me alone?

Please do not add additional work loads with no training nor time allotted for such. State or school corps should pay for training and compensate for personal time used.

Depending on what catagory the special concerns student falls in, many employers are leary about hiring them when there are so many students available no handicap.

I feel that safety (using quantity food production equipment) should be the #1 consideration when deciding if a special needs student will be placed in a vocational class. Will there be increased risk to student or classmates?

I have had very few special populations in my 25 years of teaching cosmetology. Since each student must pass a State board exam with a 75% minimum for passing to become licensed, most special population students become too frustrated to complete the course.

If we are going to have inclusion all teachers will need training.

I feel that ASE Certification should be given credit towards teacher license renewal. Also the auto programs are not for special needs students. The auto programs are to(o) advanced for special needs students. We don't put special needs students in advanced algebra.

Res(p)onsibility & authority go hand in hand. Programs & funding must go hand in hand.

Make sure there are job oppurtuities in areas before special populations are added.

All students classified as special ed students should be identified to teacher prior to the beginning of school year.

There are definitely vocational opportunities in the Health Care Industry for special populations and we serve many of these students with less than adequate training for being able to met their special needs &/or learning styles.

Have not felt that I have a problem with these students other than some just are not interested in succeeding or expect to without any effort. I will not lower my standards for these students. My administration provides what I feel I have needed. Administration - voc director & staff.

Home Economics teacher training emphasizes recognition of and adaptation to individual needs and we practice these methods daily in the classroom. As a parent, taxpayer, and teacher, I support additional money for the gifted and talented and the neglected middle groups of our students. These two groups of students will be the leaders and workers of the future, the contributing members of society.

I am a highly trained, qualified, veteran, professional Home Economics teacher. For five years, we were taught to teach and adapt materials and methods to students of varying abilities. Throughout the years, we have refined those abilities to provide the best education possible of our content areas. In my opinion, workshops can make us aware of new materials, etc., but within the time allotments cannot train us to be experts in special education.

SUMMARY DATA REPORT

"ATTITUDES, KNOWLEDGE, AND SKILLS OF INDIANA VOCATIONAL TEACHERS RELATED TO SPECIAL POPULATIONS"

Report of
Trade and Industry
portion of study

Sam Cotton
Assistant Professor

Department of Industry and Technology
Ball State University
Muncie, IN 47306

Initiated through the
Leadership Development Program
Purdue University
West Lafayette, IN

1993/94 Academic Year

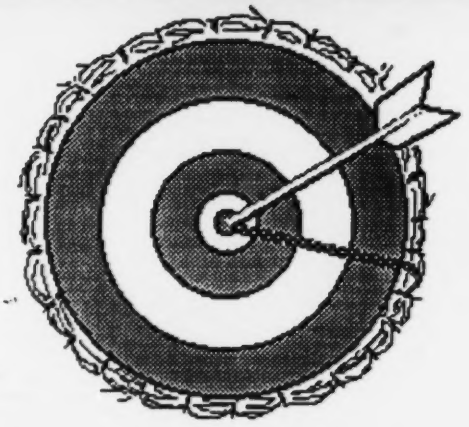
VOCATIONAL TEACHERS OF INDIANA

Please help yourselves, your colleagues, and your administrators become better prepared for working with the special populations entering your programs.

This questionnaire is intended to help identify the strengths and weaknesses in training and preparation of vocational teachers in relation to working with special populations. Information gathered in this questionnaire should be helpful for your administrators and staff in arranging any training or in-service (if any) which may benefit the faculty of vocational schools in Indiana.

Please take the five or six minutes required to fill out this questionnaire and return it to your vocational director, or to an individual identified by your vocational director.

LET'S TRY TO GET ON TARGET!



Thank you for your time and assistance in this important activity.

Any questions or comments may be forwarded to the following:

Mr. Sam Cotton
Department of Industry and Technology
Ball State University
Muncie, IN 47306

Phone (317) 285-5640

i

VOCATIONAL TEACHER - SPECIAL POPULATIONS SURVEY

DIRECTIONS:

Please read each question or statement, then look at the responses and select the best response and put an "X" in the appropriate box (if other is selected please give explanation on the line provided.)

Please observe the following rules:

A) Use pencil with a soft lead. (eg No. 2, HB, etc.)
B) Completely erase any changes.
C) Do not put stray marks on document.
D) Record your school name, and vocational area taught (optional) in the space provided.

BACKGROUND INFORMATION:

1) Do you now hold a valid vocational license or are you in the process of obtaining one?
❑ Yes ❑ No

2) What license(s) do you hold? (Select all that apply.)
❑ OS I ❑ OS II ❑ OS III (Occupational Specialist) ❑ Standard Vocational ❑ Standard Academic
❑ Cooperative Coordinator Endorsement ❑ Other _____

3) How many years have you been a teacher in public or private secondary schools?
(Do not include post-secondary experience.)
❑ This is 1st year ❑ 1 year ❑ 2 to 5 years ❑ 6 to 10 years ❑ 11 to 15 years ❑ Over 15 years

4) What grade levels do you presently teach? (Select all that apply.)
❑ Junior High/Middle School ❑ Senior High ❑ Jr./Sr. High School ❑ Adult

5) Major program area: (Select only ONE.)
❑ Agriculture ❑ Business ❑ Health Occupations ❑ Home Economics ❑ Marketing
❑ Trade and Industrial ❑ Other _____

6) Estimate how many SPECIAL POPULATIONS STUDENTS YOU served last school year.
(Enter number in boxes provided.) → ❑❑❑

NOTE: Special Populations Students are persons including handicapped, economically or academically disadvantaged, limited-English proficiency, individuals in programs which are non-traditional for their gender, etc. which may hinder them from succeeding in vocational education programs without additional or specialized assistance.

FORMAL TRAINING:

7) Approximately how many credit hours of post-secondary training have you taken in an area directly related to special populations?
❑ None ❑ 3 or less ❑ 4 to 6 ❑ 7 to 12 ❑ More than 12

8) Approximately how many clock hours of seminars, workshops, or other in-service training have you participated in pertaining to special populations?
❑ None ❑ Less than 15 ❑ 16 to 44 ❑ 45 to 90 ❑ More than 90

9) Have you had any other training or experience in special needs other than those identified above? (If yes, explain.)
❑ Yes → _____
❑ No ↘ _____

INDIVIDUALIZED EDUCATION PLAN:

10) Are you familiar with what an IEP (Individualized Education Plan) is and/or contains?
❑ Yes ❑ No ❑ Vaguely

11) How many times have you participated in preparing an IEP?
❑ None ❑ Once ❑ 2 to 4 times ❑ 5 to 10 times ❑ More than 10 times

FUTURE EDUCATIONAL OPPORTUNITIES:

35) In the future would you be interested in participating in additional training in the area of special populations?

☐ yes ☐ no ☐ undecided

For the following items, read each line under the two categories stated and indicate the desirability of the training option identified.

Use the 1 to 5 rating scale provided, with 1 - Undesirable, 3 - Acceptable, 5 - Preferred.

NOTE: Answer in relation to special populations training only!

		Undesirable 1	2	Acceptable 3	4	Preferred 5
	Training formats or options available.					
36)	Individual advice from consultants and/or specialists.	☐	☐	☐	☐	☐
37)	Individualized teacher training materials (i.e. videos, workbooks, other training manuals, etc.)	☐	☐	☐	☐	☐
38)	Observations and/or conferences with other teachers.	☐	☐	☐	☐	☐
39)	Workshops (1 to 3 days.)	☐	☐	☐	☐	☐
40)	On-the-job experience (internship.)	☐	☐	☐	☐	☐
41)	In-service seminars (less than one day.)	☐	☐	☐	☐	☐
42)	College credit course (meeting once a week.)	☐	☐	☐	☐	☐
--)	Other _____	☐	☐	☐	☐	☐
	Training periods (times and days) available.					
43)	Professional days (teacher is at school with no students)	☐	☐	☐	☐	☐
44)	Mornings before school	☐	☐	☐	☐	☐
45)	Afternoons after school	☐	☐	☐	☐	☐
46)	Evenings	☐	☐	☐	☐	☐
47)	Weekends	☐	☐	☐	☐	☐
48)	Summer - weekdays	☐	☐	☐	☐	☐
49)	Special release time during school	☐	☐	☐	☐	☐
--)	Other _____	☐	☐	☐	☐	☐

50) VOCATIONAL AREA(S) TAUGHT
(This information will not be associated to any individual school system.)
(eg. marketing, welding, etc.) - _____

--) Is there any other information, suggestions, or comments you would like to share?

_____

_____

_____

_____

_____

Please attach additional sheet if necessary.

iv

VOCATIONAL TEACHER - SPECIAL POPULATIONS SURVEY

GENERAL SKILLS HELD IN RELATION TO SPECIAL POPULATIONS:

In the following section:

A) Please assume you will be expected to work with special populations students in the following year.

B) Carefully read each statement and indicate at what level you would feel qualified to work with these students.

C) Please respond regardless of how often you may use these skills presently.

D) Use the scale indicated: 1 representing LOW, 3 - MODERATE, 5 - HIGH.

E) Please add any items you feel are pertinent to the category of responses under "other." If you feel more than one item should be included, attach a sheet of paper with those items.

	low 1	2	moderate 3	4	high 5
12) Adapting teaching methods to the learning style of all students in the classroom.	☐	☐	☐	☐	☐
13) Using school support services such as counselors, special needs personnel, aides, administrators, etc.	☐	☐	☐	☐	☐
14) Teaching required GENERALIZABLE SKILLS. (Math, language, reading, writing, employability skills, etc.)	☐	☐	☐	☐	☐
15) Creating a suitable classroom environment for all students.	☐	☐	☐	☐	☐
16) Adapting instructional materials to meet individual needs of all students.	☐	☐	☐	☐	☐
17) Using students' parents or guardians to supplement your instructional efforts.	☐	☐	☐	☐	☐
18) Assisting in writing an IEP (Individualized Education Plan.)	☐	☐	☐	☐	☐
19) Adapting instructional activities to meet requirements identified in the students' IEP.	☐	☐	☐	☐	☐
20) Using community resources to supplement your instructional activities.	☐	☐	☐	☐	☐
21) Complying with laws and regulations regarding special populations.	☐	☐	☐	☐	☐
22) Identifying material, equipment, service, and/or teacher training needs which may be funded by outside sources.	☐	☐	☐	☐	☐
23) Identifying and assessing special student needs.	☐	☐	☐	☐	☐
24) Delivering appropriate instruction to all students.	☐	☐	☐	☐	☐
25) Assessing the effectiveness of the instructional materials and activities used in the classroom.	☐	☐	☐	☐	☐
26) Planning and preparing specialized instructional materials and lessons.	☐	☐	☐	☐	☐
--) Other _____	☐	☐	☐	☐	☐

SELF ANALYSIS:

NOTE: In the next two sections, use the same rating scale as above.

	low 1	2	moderate 3	4	high 5
27) How appropriate do you feel it is to include special populations in your area?	☐	☐	☐	☐	☐
28) How prepared do you feel you are in relation to working with special populations?	☐	☐	☐	☐	☐
29) How comfortable are you in working with special populations?	☐	☐	☐	☐	☐
30) How important do you feel it is for you to receive additional training in working with special populations before they are included in your classroom?	☐	☐	☐	☐	☐
--) Other _____	☐	☐	☐	☐	☐

TEACHER SUPPORT: (In relation to special populations.)

	low 1	2	moderate 3	4	high 5
31) How much support do you feel you receive from the special needs staff in your school system?	☐	☐	☐	☐	☐
32) How much support do you feel you receive from the administration of your school system?	☐	☐	☐	☐	☐
33) How much support do you feel you receive from the local community (parents, guardians, and local businesses or organizations.)	☐	☐	☐	☐	☐
34) How much support do you feel you receive from outside agencies. (Federal, State, or local) (ex. DOE, JTPA, Vocational Rehabilitation, etc.)	☐	☐	☐	☐	☐
--) Other _____	☐	☐	☐	☐	☐

(OVER)

Attitudes, Knowledge, and Skills of Indiana Vocational Teachers Related to Special Populations
Summary Report

The total number of vocational teachers employed in Indiana was not available through a dependable source. The total estimated through figures supplied by each vocational director was approximately 1200.

Total responses numbered 527 representing 39 of the 47 area vocational districts. Three districts indicated that internal problems prevented them from administering the instrument in a timely fashion, the remainder indicated they would participate but no instruments were received. One additional school system responded but the instruments were received too late to be included in this report.

The following represents the percentage of teachers participating for the estimated total population.

TOTAL PARTICIPATING ALL AREAS= 527
43.10% (population of approximately 1200)

Trade and Industry Teachers Participating
42.69% of all participants from all areas

Internal Consistency Reliability for total study
(Calculated for items #12-#49)
Cronbach's Alpha = .952

Validity of the instrument was established throught the use of an advisory committee which analyzed the prototype and final versions for accuracy, clarity, and scope. This committee consisted of three (3) vocational directors, three (3) special populations coordinators, three (3) vocational teachers, and (3) post secondary researchers. Additional persons with backgrounds in these areas were informally consulted for input also.

The data gathering instruments were administered through each of the vocational directors in the state. Due to the variety of organization types used in Indiana school systems, it was impossible to accurately locate all vocational teachers (many are contracted and not employed on school property). Vocational directors were requested to deliver instruments to all teachers to return completed instruments to the primary researcher. This method was felt to hold the potential for the greatest return of instruments since the primary recipients of the final summary report were to be the vocational directors, thereby creating an incentive to follow through with the administation of the instrument.

Primary Investigator

Mailing address: Mr. Sam Cotton
Assistant Professor
Department of Industry and Technology
Ball State University
Muncie, IN 47306-0255

or call at (317) 285-5640

The following section lists the results of the data collected in this study. Please review these figures for consideration in any activities involving teacher education, training, licensing, certification, or comparative evaluations.

Teaching licenses referred to in this study are:

NOTE: All Occupational Specialist certifications are primarily issued for work experience (minimum of 6,000 clock hours) and not formal education in the field of teaching.

Occupational Specialist I (OSI) - One year certificate requiring 45 clock hours of training in education related workshops, basic skills testing, occupational skills testing, preparation of a Professional Development Plan of study (PDP), and completion of a mentorship program before the next level of certification may be sought. (This certification may only be renewed one time under special circumstances.

Occupational Specialist II (OSII) - Four year certificate requiring the successful completion of the Professional Development Plan of study (PDP) submitted with certification request and preparation of a new PDP for the next certification period.

Occupational Specialist III (OSIII) - Five year certificate which requires 15 credit hours of post secondary education which applies directly toward standard vocational licensing in the involved program area. A Professional Development Plan of study (PDP) is also required for this certification pattern. An OSIII certified teacher may not return to the OSII pattern if that individual decides not to pursue a standard vocational license.

Standard Academic (SA) - Teacher following standard licensing patterns which include four years or more of post secondary study in education. These may include any non-vocational area including industrial arts, industrial technology, or special education. (Special education has been reported under the category of other in this study.)

Standard Vocational (SV) - Teacher following standard licensing patterns which include four years or more of post secondary study in education, as well as, a minimum of 6,000 hours of experience in the vocational area the teacher is to be licensed in.

Cooperative Coordinator Endorsement (CC) - An endorsement which may be attached to any standard license which allows a teacher to conduct classes which are cooperative arrangements with business and industry. The students in these programs will work in the participating businesses for part of the school day and also in related classes which the teacher conducts.

ITEMIZED SUMMARY FOR ITEMS 1-11

[NOTE: N/A will be used to indicate "No Answer or Response Given"]

These items were primarily background or base information and were not included in any calculations of internal consistency reliability. These have been reported in percentages with no means or standard deviations these would not be useful data.

1) Do you now hold a valid vocational license or are you in the process of obtaining one?

Yes	= 93.36%	N/A	= 0.19%
No	= 6.45%		

2) What license(s) do you hold? (Select all that apply)

OSI	= 5.12%	
OSII	= 22.39%	
OSIII	= 6.26%	
SV	= 47.06%	(Standard Vocational)
SA	= 21.06%	(Standard Academic)
CC	= 13.28%	(Cooperative Coordinator Endorsement)
Other	= 1.90%	(Generally Special Education)
N/A	= 3.74%	

3) How many years have you been a teacher in public or private secondary schools?(Do not include post-secondary experience.)

1st Yr.	= 4.55%	11-15	= 16.89%
1 Year	= 0.76%	> 15	= 47.63%
2-5	= 9.87%	N/A	= 0.19%
6-10	= 20.11%		

4) What grade levels do you presently teach? (Select all that apply.)

Jr/Mid	= 2.09%	(Junior High/Middle School)
Sr. High	= 75.14%	(Senior High School)
Jr/Sr	= 26.57%	(Junior-Senior High School)
Adult	= 14.23%	
N/A	= 0.38%	

5) Major program area: (Select only ONE.)

Ag	= 7.59%	(Agriculture)
Bus	= 13.28%	(Business)
Hlth Occ	= 5.12%	(Health Occupations)
Home Ec	= 21.25%	(Home Economics)
Mrktng	= 5.12%	(Marketing)
T & I	= 42.69%	(Trade and Industry)
Other	= 4.93%	(Resource, Tech Prep, Voc. Math or English)

6) Estimate how many SPECIAL POPULATIONS STUDENTS YOU served last school year. (Enter number in box provided.)

0-5	= 24.71%	31-45	= 4.93%
6-10	= 19.01%	46-60	= 2.28%
11-20	= 23.72%	61-75	= 2.09%
21-30	= 11.03%	> 75	= 5.32%
N/A	= 7.21%	Average	= 21.10

7) Approximately how many credit hours of post-secondary training have you taken in an area directly related to special populations?

None	= 48.58%	7-12	= 6.43%
3 or less	= 20.42%	> 12	= 10.02%
4-6	= 13.42%	N/A	= 1.14%

8) Approximately how many clock hours of seminars, workshops, or other in-service training have you participated in pertaining to special populations?

None	= 25.43%	45-90	= 4.55%
15 or less	= 46.30%	> 90	= 3.23%
16-44	= 19.17%	N/A	= 1.33%

9) Have you had any other training or experience in special needs other than those identified above? (If yes, explain.) [Responses listed with write in responses.]

Yes	= 16.70%	N/A	= 16.51%
No	= 66.79%		

10) Are you familiar with what an IEP (Individualized Education Plan) is and/or contains?

Yes	= 48.18%	Vaguely	= 32.63%
No	= 19.00%	N/A	= 0.19%

11) How many time have you participated in preparing an IEP?

None	= 63.31%	5-10	= 5.89%
Once	= 9.70%	>10	= 7.98%
2-4	= 11.98%	N/A	= 1.14%

The remaining items were rated on a 1 to 5 Likert-type scale involving self-evaluation, opinion, and attitudes.

-For evaluative/opinion/attitude responses a "1" is low and a "5" is high.-

In the remaining items (with the exception of #35 & #50), the following values are suggested for decision making using the mean values as guides.

Very strong agreement with item statement.	> 3.50
Strong agreement with item statement.	3.26 - 3.50
General agreement with item statement.	2.76 - 3.25
Strong disagreement with item statement.	2.50 - 2.75
Very Strong Disagreement with item statement.	< 2.50

In evaluating the strength of these observations, the standard deviation should be taken into account. The larger this statistic the greater the level of disagreement among the respondents.

It is suggested that policies or expectations in conflict with very strong agreement statements are likely to be well received by vocational teachers, and for very strong disagreement statements they are likely to be strongly resisted. This does not, however, indicate these policies or expectations would be inappropriate, but only that further consideration of alternatives would be in order before taking action.

General or strong agreement/disagreement statements may suggest that less resistance or motivation will exist in these categories. These items may be used to influence a decision towards one of multiple acceptable actions.

Each item also gives the percentage responding to each item, as well as, the number who did not respond to each given item. Those who did not respond to an item were not included in the calculation of the mean value for items. OBSERVATION: (Not supported statistically) It appeared that many of those who did not respond took this action because there was not a low enough value on the scale available to them. Many of these person may have responded as "Not even a consideration" if it had been available. This appears to be true in many of the items with a higher percentage of no responses.

Resulting data chart:

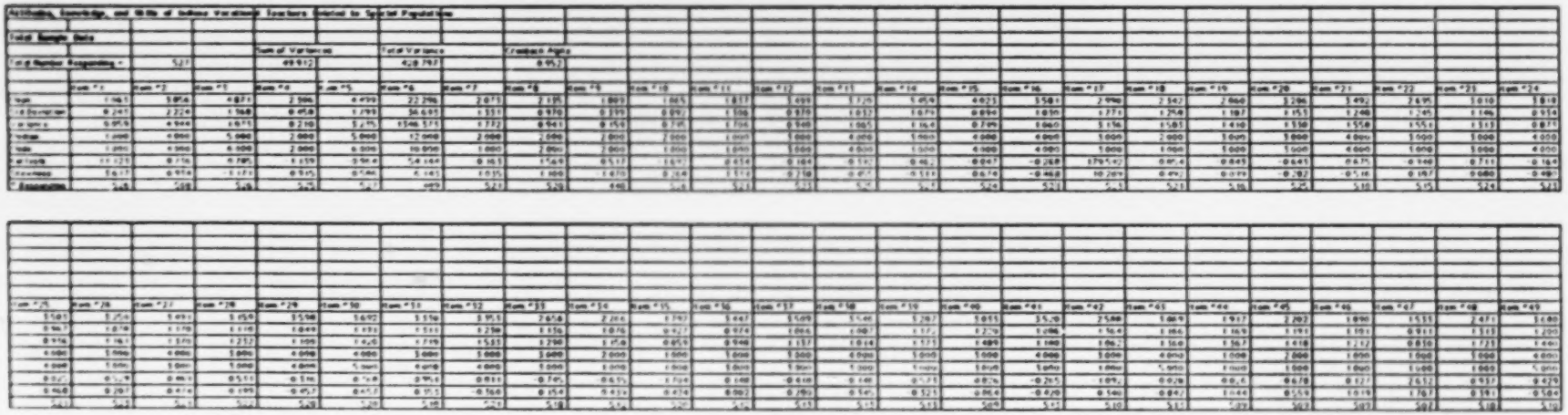
The following page contains the resulting data for the vocational business area in the top two rows and the total population (all areas included in the study) in the lower two rows. The mean (average) of the responses for each item appears in the first row below the item numbers and the standard deviation for each item appears in the second row below the item numbers. The larger the standard deviation reported, the greater the disagreement between respondents. Those standard deviations well above 1.000 indicate that the average level of disagreement was greater than one full point between respondents.

These data may prove useful in the decision making process for vocational directors, teacher trainers, or certification personnel. These data may also prove useful or interesting to practicing vocational teachers and special populations coordinators. This study may be a useful guide in planning and implementing teacher inservice training programs. It may help identify training needs in relation to special populations, as well as, formats to execute these inservice training programs.

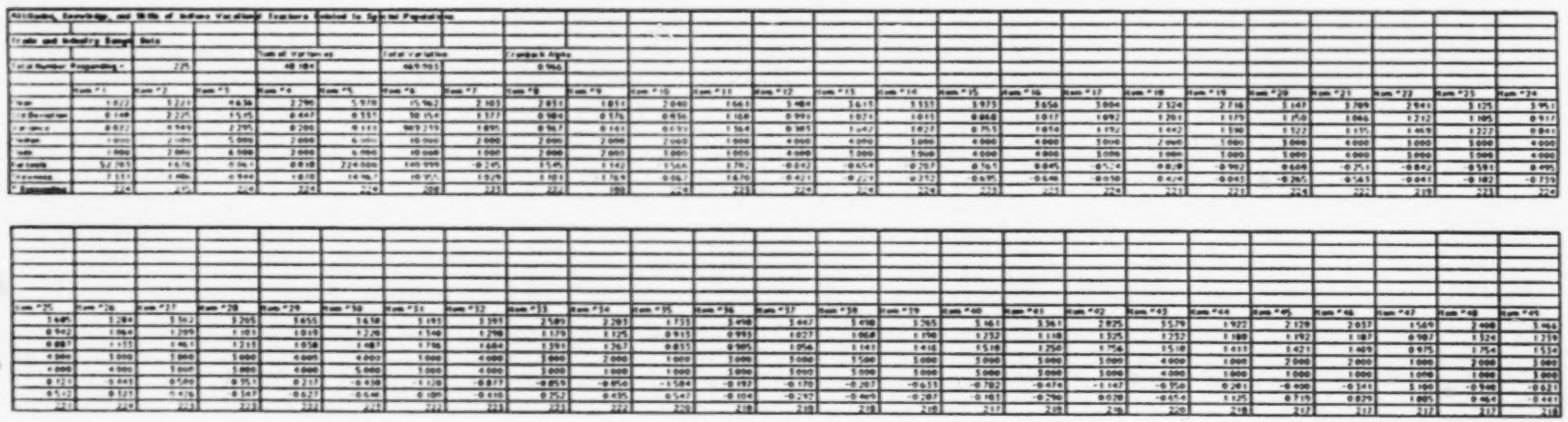
Item #50 results have not been reported because the complexity of the responses and the number left unanswered rendered the information supplied nearly useless to the purposes of the study. Item #5, however, addresses this same issue with a broader scope.

If there are any questions or comments in reference to any items, please contact the primary investigator identified near the beginning of this report.

Trade and Industry Sample Summary Data Report



All Vocational Areas Sample Summary Data Report



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COMMENTS

(Trade and Industry teachers only)

NOTE: An attempt to list all items here as they appeared has been made. Only missing periods or initial capital letters have been added for better item separation. Spelling, punctuation, or grammar errors have only been corrected when it is possible to indicate a correction or inclusion was made. If writing was difficult to read, then a note is included to reflect this.

Please look these comments over carefully. A great deal of insight may be gained if the information in this section is considered as a whole. No opinion comments have been made in reference to the following statements. It will be left to each individual to draw conclusions resulting from this section.

Other training and experience:

2 years work in a rehabilitation facility as supervisor. Jr. High school shop class fro special ed. students (74-75)
Working w/(Sp. Pop. Coordinator name given) at (School name given).
Tech Prep. - Self esteem - TESA.
Worked with special nee(d)s - in a vocational school.
24 years of police/citizen involvement.
ADD.
Participated in LDP Program at Purdue Univ. (Dr. James Greenan)
Hold a Special Needs Co(o)rdinator's Certificate.
MS Industrial Education.
My life experience & teaching special need students.
Paxton training.
I worked partime at the school for Children with Learning Disabilities.
Coach Jr High Football. Coach High School Softball.
My wife is a special ed teacher.
30 years in industry - tool & die maker. Taught apprentices for industry.
Bible major in college.
Industrial therapist - Carter Hospital - 1 1/2 yrs.
Pre-Voc. Ed. - Counseling K-12 Masters Program (MS.)
My son was a special needs student.
23 years teaching experience.
+30 special needs vocational.
Transition/At-risk teacher for 4 years.
Every day in the class room & shop.
Attended special area for special ed students. Recieved 3 CDU at the West End provided by the IEA.
Teaching reading skills to secondary students.
Worked at a school for deaf & hearing impaired & also ran training program for disabled people.
Tech-Prep.
Gender equity.
Lived it. Also taught SPS students for eight years.
Working with JTPA.
We offer a beg voc. prep to special ed. students limit 12.
Special ed teacher for 6 years.
Job coach - special pre voc. program. I taugh(t) sp ed for 5 years.

Individualized education plan section:

Added to question - (and PIP's.)

General skills section:

Set up specialized workstations for phys. handicapped. (Given a #5 rating)
We are doing CBI now & it fits everyone. (Given a #5 rating)
The material taught should be learned and practiced according to industries' standards.
In response to #17 (Students.)
Compentcy Based Evaluation Program. (Given a #5 rating)
Getting all teachers to care. (Given a #5 rating)

Self analysis section:

How to deal with "underachiever" as opposed to physically or mentally handicapped. (Given a #2 rating)
Students need to meet industries' standards.
Response to #27. (Only if they are interested in the field. Don't arbitrarily place them in a prog.)
Needs $ & training & time for training. (Given a #5 rating)
This is a special training class. (Section crossed out.)
Work with sp populations resource teachers & staff. (Given a #5 rating)
Only so much I can do safely in my field.

Teacher support:

Home schools (we are area voc. school) (Given #1 & #2 ratings)
In response to #34. (State circled - Comment: Totally State funded.)
J.T.P.A. good job in are (our) area.

Training formats section:

Weekend retreat with parents of special population people to discuss needs and employers of special population people - how & why do they become valued employees.
In response to college credit. (For new teachers.)
Training w/parent involved. (Given a #5 rating)
In response to college credit. (No cost)
On the job assistance (As needed.) (Given a #5 rating)
In response to #35. (Only if it can be applied to our school population.)(Yes had been checked.)
Parents and adm. (Given a #4 rating)
In response to #37. (Yes, if my class had a regular flow of "special populations")

Training periods section:

In response to #45. (Impossible.)
In response to Professional days. (None)
In response to mornings. (1 hour)
In response to summers. (None)
In response to summers. (If paid)
I could better answer if I knew if we were getting paid.
In response to summer and/or special release time. (Our classes run all summer.)

Final comment section:

In the trades to what point must a student be responsible for its own safety, in this case, it is a full time job to keep non-special populations safe w/o special populations.

We should be working with the 75% of students that are not receiving employable education. The majority of Americas work force will come from this 75%. We spend our resources for the upper 15% & the lower 15% and leave the middle with nothing. Extreme low achieving students are not suitable for technical training & should be put in labor programs.

Get some of the special needs students involved in some portion of the workshop or seminar - hear their point of view. A lot of them are aware of how we can help them.

I suggest that the special education department try to get laws changed with the State Board of Cosmetology examiners.

The EPA & the federal legislators are looking at legislation that will require schools that teach automobile technology to be ASE certified. This will also apply to auto technicians working in the field. This legislation if passed, will be at odds with the special population laws. ASE recommends testing students for math & English competency prior to enrollment into a auto technology class because they will be expected to pass ASE certification tests after graduation. There are no areas of auto technicians work that don't require skilled & knowledgable technicians including oil & tire changing. Even these shops are hiring only ASE certified technicians. These issues will have to be addressed before including the special population students into the ASE certified classroom.

There is sur(e)ly a need to bring training for special needs students to experienced teachers. I have a B.S. & M.S. degree in secondary education and I have never received training for teaching special needs students.

Suggestion: There should be a field-based Leadership development program that provides the participants with in depth knowledge and expertise in developing, implementing, evaluating, and improving vocational programs serving youth and adults with special needs. Implementation: (Attachment) Two summer courses, three two-day seminars during the school year, and a local program improvement project are the major components of the program. Persons must be nominated for the program by their employing agencies. Program participants may earn graduate credit toward a Master's Educational Specialist, or Doctor of Philosophy Degrees; certifications; and or endorsements if they qualify for admission to the Graduate School.

Shape up the State on what it takes to get a license - Only the lame & blind now qualify.

The curriculum will not be "watered down" to meet their level. They are going to have to work that much harder to keep up or fail.

Electronics uses abstract concepts measuring signals that use test equipment that gives information demanding abilities at a formal operations level. Students with IEP's will never achieve formal operations they will stay at a concrete operations level. How is that accomadated to be fair to the student.

I would prefer a "council of building trades" teachers to meet with a "special ed" person and as a group discuss how "special" students and problems related are handled successfully!

I don't mind teaching "special populations", but - industry is looking for "problem solvers" in my teaching area! I would like to have a few more "problem solvers" enrolled in my class. Counselors need to be made aware of what we do!!

Special pop.? Diesel ind. is closing fast on "wrench pullers." I'm not sure if many special pop. will be able to find employment.

Retiring next year.

I have several times had emotionally disturbed students in my classes without my knowledge. I feel I should be made aware of special needs, for safety, if for no other reason.

This is a first year for this program.

Need to compensate staff adequately for doing extra effort.

More $ for Voc. schools that have a large number of special needs students.

More equipment & supplies.

I think the universities should take more time to teach these "classes" while we are still students in college. This is an important topic that everyone should spend time on. Not just teaching but realizing who needs help as well.

I have a very full schedule. Why don't you leave me alone?

Please do not add additional work loads with no training nor time allotted for such. State or school corps should pay for training and compensate for personal time used.

Depending on what catagory the special concerns student falls in, many employers are leary about hiring them when there are so many students available no handicap.

I have had very few special populations in my 25 years of teaching cosmetology. Since each student must pass a State board exam with a 75% minimum for passing to become licensed, most special population students become too frustrated to complete the course.

I feel that ASE Certification should be given credit towards teacher license renewal. Also the auto programs are not for special needs students. The auto programs are to(o) advanced for special needs students. We don't put special needs students in advanced algebra.

Res(p)onsibility & authority go hand in hand. Programs & funding must go hand in hand.

Make sure there are job oppurtuities in areas before special populations are added.

All students classified as special ed students should be identified to teacher prior to the beginning of school year.

Have not felt that I have a problem with these students other than some just are not interested in succeeding or expect to without any effort. I will not lower my standards for these students. My administration provides what I feel I have needed. Administration - voc director & staff.

SUMMARY DATA REPORT

"ATTITUDES, KNOWLEDGE, AND SKILLS OF INDIANA VOCATIONAL TEACHERS RELATED TO SPECIAL POPULATIONS"

Report of
Vocational Business
portion of study

Sam Cotton
Assistant Professor

Department of Industry and Technology
Ball State University
Muncie, IN 47306

Initiated through the
Leadership Development Program
Purdue University
West Lafayette, IN

1993/94 Academic Year

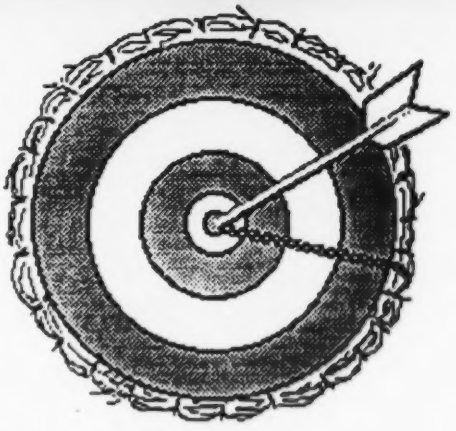
VOCATIONAL TEACHERS OF INDIANA

Please help yourselves, your colleagues, and your administrators become better prepared for working with the special populations entering your programs.

This questionnaire is intended to help identify the strengths and weaknesses in training and preparation of vocational teachers in relation to working with special populations. Information gathered in this questionnaire should be helpful for your administrators and staff in arranging any training or in-service (if any) which may benefit the faculty of vocational schools in Indiana.

Please take the five or six minutes required to fill out this questionnaire and return it to your vocational director, or to an individual identified by your vocational director.

LET'S TRY TO GET ON TARGET!



Thank you for your time and assistance in this important activity.

Any questions or comments may be forwarded to the following:

Mr. Sam Cotton
Department of Industry and Technology
Ball State University
Muncie, IN 47306

Phone (317) 285-5640

VOCATIONAL TEACHER - SPECIAL POPULATIONS SURVEY

DIRECTIONS:

Please read each question or statement, then look at the responses and select the best response and put an "X" in the appropriate box (if other is selected please give explanation on the line provided.)

Please observe the following rules:

A) Use pencil with a soft lead. (eg No. 2, HB, etc.)
B) Completely erase any changes.
C) Do not put stray marks on document.
D) Record your school name, and vocational area taught (optional) in the space provided.

BACKGROUND INFORMATION:

1) Do you now hold a valid vocational license or are you in the process of obtaining one?

☐ Yes ☐ No

2) What license(s) do you hold? (Select all that apply.)

☐ OS I ☐ OS II ☐ OS III (Occupational Specialist) ☐ Standard Vocational ☐ Standard Academic
☐ Cooperative Coordinator Endorsement ☐ Other _____

3) How many years have you been a teacher in public or private secondary schools?
(Do not include post-secondary experience.)

☐ This is 1st year ☐ 1 year ☐ 2 to 5 years ☐ 6 to 10 years ☐ 11 to 15 years ☐ Over 15 years

4) What grade levels do you presently teach? (Select all that apply.)

☐ Junior High/Middle School ☐ Senior High ☐ Jr./Sr. High School ☐ Adult

5) Major program area: (Select only ONE.)

☐ Agriculture ☐ Business ☐ Health Occupations ☐ Home Economics ☐ Marketing
☐ Trade and Industrial ☐ Other _____

6) Estimate how many SPECIAL POPULATIONS STUDENTS YOU served last school year.
(Enter number in boxes provided.) → ☐☐☐

NOTE: Special Populations Students are persons including handicapped, economically or academically disadvantaged, limited-English proficiency, individuals in programs which are non-traditional for their gender, etc. which may hinder them from succeeding in vocational education programs without additional or specialized assistance.

FORMAL TRAINING:

7) Approximately how many credit hours of post-secondary training have you taken in an area directly related to special populations?

☐ None ☐ 3 or less ☐ 4 to 6 ☐ 7 to 12 ☐ More than 12

8) Approximately how many clock hours of seminars, workshops, or other in-service training have you participated in pertaining to special populations?

☐ None ☐ Less than 15 ☐ 16 to 44 ☐ 45 to 90 ☐ More than 90

9) Have you had any other training or experience in special needs other than those identified above? (If yes, explain.)

☐ Yes → _____
☐ No → _____

INDIVIDUALIZED EDUCATION PLAN:

10) Are you familiar with what an IEP (Individualized Education Plan) is and/or contains?

☐ Yes ☐ No ☐ Vaguely

11) How many times have you participated in preparing an IEP?

☐ None ☐ Once ☐ 2 to 4 times ☐ 5 to 10 times ☐ More than 10 times

FUTURE EDUCATIONAL OPPORTUNITIES:

35) In the future would you be interested in participating in additional training in the area of special populations?

☐ yes ☐ no ☐ undecided

For the following items, read each line under the two categories stated and indicate the desirability of the training option identified.

Use the 1 to 5 rating scale provided, with 1 - Undesirable, 3 - Acceptable, 5 - Preferred.

NOTE: Answer in relation to special populations training only!

	Undesirable 1	2	Acceptable 3	4	Preferred 5
Training formats or options available.					
36) Individual advice from consultants and/or specialists.	☐	☐	☐	☐	☐
37) Individualized teacher training materials (i.e. videos, workbooks, other training manuals, etc.)	☐	☐	☐	☐	☐
38) Observations and/or conferences with other teachers.	☐	☐	☐	☐	☐
39) Workshops (1 to 3 days.)	☐	☐	☐	☐	☐
40) On-the-job experience (internship.)	☐	☐	☐	☐	☐
41) In-service seminars (less than one day.)	☐	☐	☐	☐	☐
42) College credit course (meeting once a week.)	☐	☐	☐	☐	☐
--) Other _____	☐	☐	☐	☐	☐
Training periods (times and days) available.					
43) Professional days (teacher is at school with no students)	☐	☐	☐	☐	☐
44) Mornings before school	☐	☐	☐	☐	☐
45) Afternoons after school	☐	☐	☐	☐	☐
46) Evenings	☐	☐	☐	☐	☐
47) Weekends	☐	☐	☐	☐	☐
48) Summer - weekdays	☐	☐	☐	☐	☐
49) Special release time during school	☐	☐	☐	☐	☐
--) Other _____	☐	☐	☐	☐	☐

50) VOCATIONAL AREA(S) TAUGHT
(This information will not be associated to any individual school system.)
(eg. marketing, welding, etc.) - _____

--) Is there any other information, suggestions, or comments you would like to share?

_____

_____

_____

_____

_____

Please attach additional sheet if necessary.

VOCATIONAL TEACHER - SPECIAL POPULATIONS SURVEY

GENERAL SKILLS HELD IN RELATION TO SPECIAL POPULATIONS:

In the following section:

A) Please assume you will be expected to work with special populations students in the following year.

B) Carefully read each statement and indicate at what level you would feel qualified to work with these students.

C) Please respond regardless of how often you may use these skills presently.

D) Use the scale indicated: 1 representing LOW, 3 - MODERATE, 5 - HIGH.

E) Please add any items you feel are pertinent to the category of responses under "other." If you feel more than one item should be included, attach a sheet of paper with those items.

	low 1	2	moderate 3	4	high 5
12) Adapting teaching methods to the learning style of all students in the classroom.	☐	☐	☐	☐	☐
13) Using school support services such as counselors, special needs personnel, aides, administrators, etc.	☐	☐	☐	☐	☐
14) Teaching required GENERALIZABLE SKILLS. (Math, language, reading, writing, employability skills, etc.)	☐	☐	☐	☐	☐
15) Creating a suitable classroom environment for all students.	☐	☐	☐	☐	☐
16) Adapting instructional materials to meet individual needs of all students.	☐	☐	☐	☐	☐
17) Using students' parents or guardians to supplement your instructional efforts.	☐	☐	☐	☐	☐
18) Assisting in writing an IEP (Individualized Education Plan.)	☐	☐	☐	☐	☐
19) Adapting instructional activities to meet requirements identified in the students' IEP.	☐	☐	☐	☐	☐
20) Using community resources to supplement your instructional activities.	☐	☐	☐	☐	☐
21) Complying with laws and regulations regarding special populations.	☐	☐	☐	☐	☐
22) Identifying material, equipment, service, and/or teacher training needs which may be funded by outside sources.	☐	☐	☐	☐	☐
23) Identifying and assessing special student needs.	☐	☐	☐	☐	☐
24) Delivering appropriate instruction to all students.	☐	☐	☐	☐	☐
25) Assessing the effectiveness of the instructional materials and activities used in the classroom.	☐	☐	☐	☐	☐
26) Planning and preparing specialized instructional materials and lessons.	☐	☐	☐	☐	☐
--) Other _____	☐	☐	☐	☐	☐

SELF ANALYSIS:

NOTE: In the next two sections, use the same rating scale as above.

	low 1	2	moderate 3	4	high 5
27) How appropriate do you feel it is to include special populations in your area?	☐	☐	☐	☐	☐
28) How prepared do you feel you are in relation to working with special populations?	☐	☐	☐	☐	☐
29) How comfortable are you in working with special populations?	☐	☐	☐	☐	☐
30) How important do you feel it is for you to receive additional training in working with special populations before they are included in your classroom?	☐	☐	☐	☐	☐
--) Other _____	☐	☐	☐	☐	☐

TEACHER SUPPORT: (In relation to special populations.)

	low 1	2	moderate 3	4	high 5
31) How much support do you feel you receive from the special needs staff in your school system?	☐	☐	☐	☐	☐
32) How much support do you feel you receive from the administration of your school system?	☐	☐	☐	☐	☐
33) How much support do you feel you receive from the local community (parents, guardians, and local businesses or organizations.)	☐	☐	☐	☐	☐
34) How much support do you feel you receive from outside agencies. (Federal, State, or local) (ex. DOE, JTPA, Vocational Rehabilitation, etc.)	☐	☐	☐	☐	☐
--) Other _____	☐	☐	☐	☐	☐

(OVER)

Attitudes, Knowledge, and Skills of Indiana Vocational Teachers Related to Special Populations

Summary Report

The total number of vocational teachers employed in Indiana was not available through a dependable source. The total estimated through figures supplied by each vocational director was approximately 1200.

Total responses numbered 527 representing 39 of the 47 area vocational districts. Three districts indicated that internal problems prevented them from administering the instrument in a timely fashion, the remainder indicated they would participate but no instruments were received. One additional school system responded but the instruments were received too late to be included in this report.

The following represents the percentage of teachers participating for the estimated total population.

TOTAL PARTICIPATING ALL AREAS= 527
43.10% (population of approximately 1200)

Vocational Business Teachers Participating
13.28% of all participants from all areas

Internal Consistency Reliability for total study
(Calculated for items #12-#49)
Cronbach's Alpha = .952

Validity of the instrument was established throught the use of an advisory committee which analyzed the prototype and final versions for accuracy, clarity, and scope. This committee consisted of three (3) vocational directors, three (3) special populations coordinators, three (3) vocational teachers, and (3) post secondary researchers. Additional persons with backgrounds in these areas were informally consulted for input also.

The data gathering instruments were administered through each of the vocational directors in the state. Due to the variety of organization types used in Indiana school systems, it was impossible to accurately locate all vocational teachers (many are contracted and not employed on school property). Vocational directors were requested to deliver instruments to all teachers to return completed instruments to the primary researcher. This method was felt to hold the potential for the greatest return of instruments since the primary recipients of the final summary report were to be the vocational directors, thereby creating an incentive to follow through with the administation of the instrument.

Primary Investigator

Mailing address: Mr. Sam Cotton
Assistant Professor
Department of Industry and Technology
Ball State University
Muncie, IN 47306-0255

or call at (317) 285-5640

The following section lists the results of the data collected in this study. Please review these figures for consideration in any activities involving teacher education, training, licensing, certification, or comparative evaluations.

Teaching licenses referred to in this study are:

NOTE: All Occupational Specialist certifications are primarily issued for work experience (minimum of 6,000 clock hours) and not formal education in the field of teaching.

Occupational Specialist I (OSI) - One year certificate requiring 45 clock hours of training in education related workshops, basic skills testing, occupational skills testing, preparation of a Professional Development Plan of study (PDP), and completion of a mentorship program before the next level of certification may be sought. (This certification may only be renewed one time under special circumstances.

Occupational Specialist II (OSII) - Four year certificate requiring the successful completion of the Professional Development Plan of study (PDP) submitted with certification request and preparation of a new PDP for the next certification period.

Occupational Specialist III (OSIII) - Five year certificate which requires 15 credit hours of post secondary education which applies directly toward standard vocational licensing in the involved program area. A Professional Development Plan of study (PDP) is also required for this certification pattern. An OSIII certified teacher may not return to the OSII pattern if that individual decides not to pursue a standard vocational license.

Standard Academic (SA) - Teacher following standard licensing patterns which include four years or more of post secondary study in education. These may include any non-vocational area including industrial arts, industrial technology, or special education. (Special education has been reported under the category of other in this study.)

Standard Vocational (SV) - Teacher following standard licensing patterns which include four years or more of post secondary study in education, as well as, a minimum of 6,000 hours of experience in the vocational area the teacher is to be licensed in.

Cooperative Coordinator Endorsement (CC) - An endorsement which may be attached to any standard license which allows a teacher to conduct classes which are cooperative arrangements with business and industry. The students in these programs will work in the participating businesses for part of the school day and also in related classes which the teacher conducts.

ITEMIZED SUMMARY FOR ITEMS 1-11

[NOTE: N/A will be used to indicate "No Answer or Response Given"]

These items were primarily background or base information and were not included in any calculations of internal consistency reliability. These have been reported in percentages with no means or standard deviations these would not be useful data.

1) Do you now hold a valid vocational license or are you in the process of obtaining one?

Yes	= 93.36%	N/A	= 0.19%
No	= 6.45%		

2) What license(s) do you hold? (Select all that apply)

OSI	= 5.12%	
OSII	= 22.39%	
OSIII	= 6.26%	
SV	= 47.06%	(Standard Vocational)
SA	= 21.06%	(Standard Academic)
CC	= 13.28%	(Cooperative Coordinator Endorsement)
Other	= 1.90%	(Generally Special Education)
N/A	= 3.74%	

3) How many years have you been a teacher in public or private secondary schools?(Do not include post-secondary experience.)

1st Yr.	= 4.55%	11-15	= 16.89%
1 Year	= 0.76%	> 15	= 47.63%
2-5	= 9.87%	N/A	= 0.19%
6-10	= 20.11%		

4) What grade levels do you presently teach? (Select all that apply.)

Jr/Mid	= 2.09%	(Junior High/Middle School)
Sr. High	= 75.14%	(Senior High School)
Jr/Sr	= 26.57%	(Junior-Senior High School)
Adult	= 14.23%	
N/A	= 0.38%	

5) Major program area: (Select only ONE.)

Ag	= 7.59%	(Agriculture)
Bus	= 13.28%	(Business)
Hlth Occ	= 5.12%	(Health Occupations)
Home Ec	= 21.25%	(Home Economics)
Mrktng	= 5.12%	(Marketing)
T & I	= 42.69%	(Trade and Industry)
Other	= 4.93%	(Resource, Tech Prep, Voc. Math or English)

6) Estimate how many SPECIAL POPULATIONS STUDENTS YOU served last school year. (Enter number in box provided.)

0-5	= 24.71%	31-45	= 4.93%
6-10	= 19.01%	46-60	= 2.28%
11-20	= 23.72%	61-75	= 2.09%
21-30	= 11.03%	> 75	= 5.32%
N/A	= 7.21%	Average	= 21.10

7) Approximately how many credit hours of post-secondary training have you taken in an area directly related to special populations?

None	= 48.58%	7-12	= 6.43%
3 or less	= 20.42%	> 12	= 10.02%
4-6	= 13.42%	N/A	= 1.14%

8) Approximately how many clock hours of seminars, workshops, or other in-service training have you participated in pertaining to special populations?

None	= 25.43%	45-90	= 4.55%
15 or less	= 46.30%	> 90	= 3.23%
16-44	= 19.17%	N/A	= 1.33%

9) Have you had any other training or experience in special needs other than those identified above? (If yes, explain.) [Responses listed with write in responses.]

Yes	= 16.70%	N/A	= 16.51%
No	= 66.79%		

10) Are you familiar with what an IEP (Individualized Education Plan) is and/or contains?

Yes	= 48.18%	Vaguely	= 32.63%
No	= 19.00%	N/A	= 0.19%

11) How many time have you participated in preparing an IEP?

None	= 63.31%	5-10	= 5.89%
Once	= 9.70%	>10	= 7.98%
2-4	= 11.98%	N/A	= 1.14%

The remaining items were rated on a 1 to 5 Likert-type scale involving self-evaluation, opinion, and attitudes.

-For evaluative/opinion/attitude responses a "1" is low and a "5" is high.-

In the remaining items (with the exception of #35 & #50), the following values are suggested for decision making using the mean values as guides.

Very strong agreement with item statement.	> 3.50
Strong agreement with item statement.	3.26 - 3.50
General agreement with item statement.	2.76 - 3.25
Strong disagreement with item statement.	2.50 - 2.75
Very Strong Disagreement with item statement.	< 2.50

In evaluating the strength of these observations, the standard deviation should be taken into account. The larger this statistic the greater the level of disagreement among the respondents.

It is suggested that policies or expectations in conflict with very strong agreement statements are likely to be well received by vocational teachers, and for very strong disagreement statements they are likely to be strongly resisted. This does not, however, indicate these policies or expectations would be inappropriate, but only that further consideration of alternatives would be in order before taking action.

General or strong agreement/disagreement statements may suggest that less resistance or motivation will exist in these categories. These items may be used to influence a decision towards one of multiple acceptable actions.

Each item also gives the percentage responding to each item, as well as, the number who did not respond to each given item. Those who did not respond to an item were not included in the calculation of the mean value for items. OBSERVATION: (Not supported statistically) It appeared that many of those who did not respond took this action because there was not a low enough value on the scale available to them. Many of these person may have responded as "Not even a consideration" if it had been available. This appears to be true in many of the items with a higher percentage of no responses.

Resulting data chart:

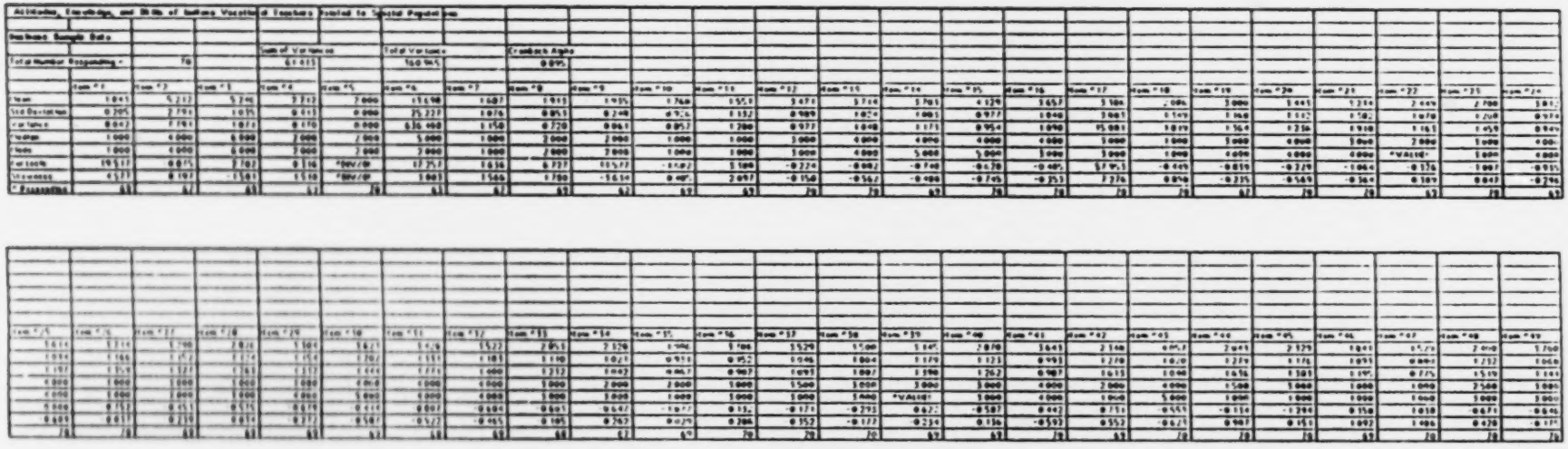
The following page contains the resulting data for the vocational business area in the top two rows and the total population (all areas included in the study) in the lower two rows. The mean (average) of the responses for each item appears in the first row below the item numbers and the standard deviation for each item appears in the second row below the item numbers. The larger the standard deviation reported, the greater the disagreement between respondents. Those standard deviations well above 1.000 indicate that the average level of disagreement was greater than one full point between respondents.

These data may prove useful in the decision making process for vocational directors, teacher trainers, or certification personnel. These data may also prove useful or interesting to practicing vocational teachers and special populations coordinators. This study may be a useful guide in planning and implementing teacher inservice training programs. It may help identify training needs in relation to special populations, as well as, formats to execute these inservice training programs.

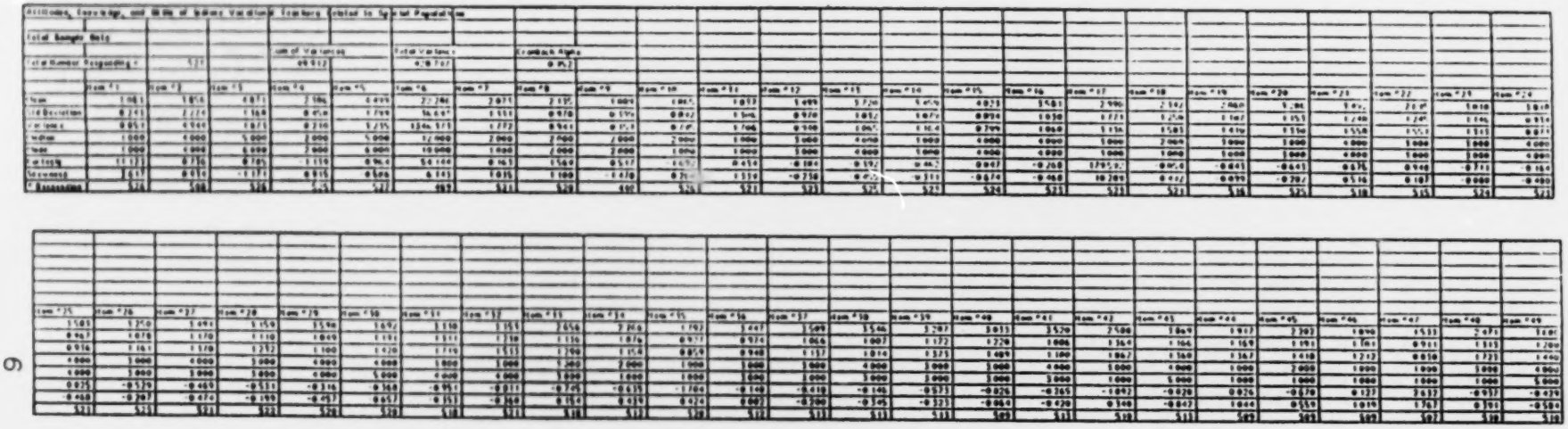
Item #50 results have not been reported because the complexity of the responses and the number left unanswered rendered the information supplied nearly useless to the purposes of the study. Item #5, however, addresses this same issue with a broader scope.

If there are any questions or comments in reference to any items, please contact the primary investigator identified near the beginning of this report.

Vocational Business Sample Summary Data Report



All Vocational Areas Sample Summary Data Report



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COMMENTS
(Vocational business teachers only)

NOTE: An attempt to list all items here as they appeared has been made. Only missing periods or initial capital letters have been added for better item separation. Spelling, punctuation, or grammar errors have only been corrected when it is possible to indicate a correction or inclusion was made. If writing was difficult to read, then a note is included to reflect this.

Please look these comments over carefully. A great deal of insight may be gained if the information in this section is considered as a whole. No opinion comments have been made in reference to the following statements. It will be left to each individual to draw conclusions resulting from this section.

Instructions:

In reaction to not putting stray marks on document. (I felt it was necessary to add comment! - How you read the response can be so different than what we were thinking.)

Background section:

In response to #5. (I work with numerous students involved in the S.E.W. program at the Jr. high level.)
In response to #7. (When I took my training we were told to look at each student on an individual basis & meet his needs.

Other training and experience:

Minor - - Learning Disabilities and Mildly Mentally Handicapped.
I need it and want it.
Personal training on day-to-day basis has taught me a lot!
Taught special education computer literacy class.
Workshops at conferences.
Have done substitute teaching in special ed. area - as aide. Within last 5 yrs.

Individualized education plan section:

I prepare informal IEP for my vocational students each year.
Responded vaguely with comment. (Heard of it - never seen one.)
In response to #11. (I have used my own style for vocational students for the last ___ years in my vocational program.)

General skills section:

Counseling Special Need Student. (Given a #4 rating)
In response to #12. (I do this will all vocational students.)
In response to #17. (I use employers.)
In response to #21. (Some are not accurate!)

In response to #22. (so much you learn in the actual classroom situation. - All situations are different.)
In response to #23. (The world does not put us in special areas once we graduate!)
In response to #14. (employability is circled)

Self analysis section:

Response to #27. (Economically handicapped - rating 4, academically handicapped - rating 2, physically handicapped - depends on the handicap - rating could be 1 or 5 or in between.
Apparent reaction to #30. (I have asked for it for 2 years.)
In response to #29. (We are all special. - We all have unique [illegible] life & handicap situations. - We as educators have to learn to look for this.
Why spend so much time & money with making people so different. Once in the workforce we are all "dumped" together!

Teacher support:

Response to #34. (I may just be unaware of the support that could be available.)
In response to #31 & 32. (So often their hands are tied with State rules & regulations.)

Training formats section:

Prefer sabbatical leaves for study.
In response to #37. (Yes, if my class had a regular flow of "special populations")

Training periods section:

Sabbatical leaves for study.

Final comment section:

I am currently one of the special education resource teachers in our building.
I did not care for question 27. I am willing to help anyone learn who wants to. Don't just dump kids in an area because you think they should be there!
When is someone going to do something for the interested good students? I am willing to help all students. I do not believe we should be singling one group over another all the time.
Theres is a great deal of difference in working with physically handicapped students versus academically handicapped versus economically handicapped. For example, question 16 does not seem to apply if it is an economic handicap.
The government has required us to teach special needs students but with to training given and very little support services. The TABE tests are putting tremendous pressure on us to get results but we have no remedial services for students. The regular school teachers should be involved and responsible for TABE results, too. I have graduating seniors with 3rd grade reading, language, math levels.
It's time that educators are reimbursed for their continued education as so many individuals are in the business & industry fields.